1989 — 1990

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1989—1990
COLLEGE OF MEDICINE CATALOG

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ACADEMIC CALENDAR 1989—1990

Registration All Classes	Monday, August 22, 1989

CLASS OF 1993 - FIRST YEAR

Required Orientation	Tuesday, August 22 through Thursday August 24, 1989
Classes Begin	Monday, August 28, 1989
Labor Day (Holiday)	Monday, September 4, 1989
Veteran's Day (Holiday)	Friday, November 10, 1989
Thanksgiving Vacation	Thursday, November 23, 1989 through Sunday, November 26, 1989
Classes Resume	Monday, November 27, 1989
Classes End	Wednesday, December 20, 1989
Winter Break	Thursday, December 21, 1989 through Monday, January 1, 1990
Classes Begin	Tuesday, January 2, 1990
Martin Luther King, Jr. Day	Monday, January 15, 1990
Spring Break	Saturday, March 10, 1990 through Sunday, March 18, 1990
Classes Resume	Monday, March 19, 1990
Health Care Issues Day	Wednesday, April 11, 1990
Memorial Day (Holiday)	Monday, May 28, 1990
Classes End	Friday, June 1, 1990

CLASS OF 1992 - SECOND YEAR

Classes Begin	Monday, August 28, 1989
Labor Day (Holiday)	Monday, September 4, 1989
Veteran's Day (Holiday)	Friday, November 10, 1989
Thanksgiving Vacation	Thursday, November 23, 1989 through Sunday, November 26, 1989
Classes Resume	Monday, November 27, 1989
Classes End	Wednesday, December 20, 1989
Winter Break	Thursday, December 21, 1989 through Monday, January 1, 1990
Classes Begin	Tuesday, January 2, 1990
Martin Luther King, Jr. Day	Monday, January 15, 1990
Spring Break	Saturday, February 24, 1990 through Sunday, March 4, 1990

(Calendar, continued on next page)

Classes Resume	Monday, March 5, 1990
Health Care Issues Day	Wednesday, April 11, 1990
Classes End	Monday, May 21, 1990
National Board Exam Part I	Tuesday, June 12 through Wednesday, June 13,1990
Summer Break	Thursday, June 14 through Saturday, June 30, 1990
Clinical Clerkships Begin	Sunday, July 1, 1990

CLASS OF 1991 - THIRD YEAR

Clerkships Begin	Sunday, July 2, 1989
Rotation I Begins	Sunday, July 2, 1989
Independence Day (Holiday)	Tuesday, July 4, 1989
Rotation I Ends	Saturday, August 26, 1989
Rotation II Begins	Sunday, August 27, 1989
Labor Day (Holiday)	Monday, September 4, 1989
Fall Break	Sunday, September 24 through Saturday, September 30, 1989
Rotation Resumes	Sunday, October 1, 1989
Rotation II Ends	Saturday, October 28, 1989
Rotation III Begins	Sunday, October 29, 1989
Veteran's Day (Holiday)	Friday, November 10, 1989
Thanksgiving (Vacation)	Wednesday, November 22, 1989 6:00 pm through Sunday, November 26, 1989
Rotation Resumes	Monday, November 27, 1989
Rotation III Ends	Thursday, December 21, 1989 6:00 pm
Winter Break	Friday, December 22, 1989 through Saturday, January 6, 1990
Rotation IV Begins	Sunday, January 7, 1990
Martin Luther King, Jr. Day	Monday, January 15, 1990
Rotation IV Ends	Thursday, March 1, 1990
Spring Break	Friday, March 2 through Monday, March 5, 1990
Rotation V	Tuesday, March 6, 1990
Rotation V Ends	Saturday, April 28, 1990
Rotation VI	Sunday, April 29, 1990
Memorial Day (Holiday)	Monday, May 28, 1990
Rotation VI Ends	Saturday, June 23, 1990
Summer Break	Sunday, June 24 through Saturday, June 30, 1990
Senior Electives Begin	Sunday, July 1, 1990

CLASS OF 1990 - FOURTH YEAR

Senior Electives Begin	Sunday, July 2, 1989
Elective Period One	Sunday, July 2 through Saturday, July 29, 1989
Elective Period Two	Sunday, July 30 through Saturday, August 26, 1989
Period Three - Required Advanced Pharmacology	Sunday, August 27 through Saturday, September 23, 1989
Fall Break	Sunday, September 24 through Saturday, September 30, 1989
National Board Exams	Tuesday, September 26 and Wednesday, September 27, 1989
Elective Period Four	Sunday, October 1 through Saturday, October 28, 1989
Elective Period Five	Sunday, October 29 through Saturday, November 25, 1989
Elective Period Six	Sunday, November 26 through 6:00 pm Thursday, December 21, 1989
Winter Break	Friday, December 22, 1989 through Sunday, January 6, 1990
Elective Period Seven	Sunday, January 7 through Saturday, February 3, 1990
Elective Period Eight	Sunday, February 4 through Saturday, March 3, 1990
Elective Period Nine	Sunday, March 4 through Saturday, March 31, 1990
Elective Period Ten	Sunday, April 1 through Saturday, April 28, 1990
Elective Period Eleven	Sunday, April 29 through Friday, May 25, 1990
Graduation	Saturday, May 26, 1990, 10:00 am University Auditorium

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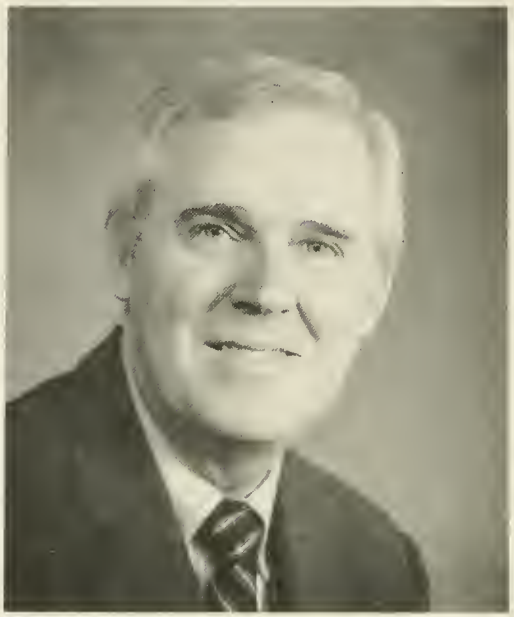

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Interim Associate Vice President for
Clinical Affairs

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Acting Associate Dean

Hugh M. Hill, M.D.
Associate Dean for Student and
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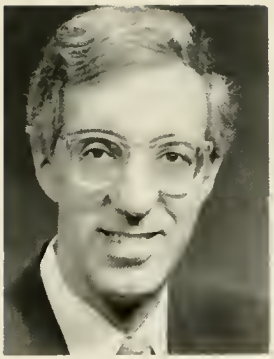

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Associate Dean for
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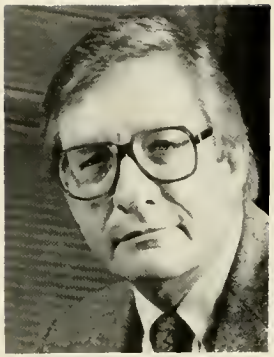

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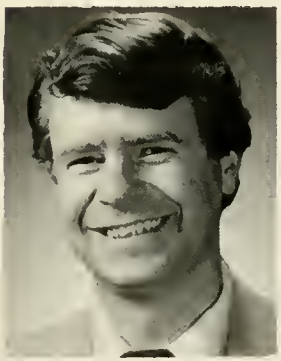

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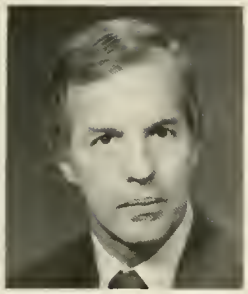

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J. Hillis Miller Health Science Center with new academic research building in foreground.
In background is the Veterans Administration Medical Center.

GENERAL CONSIDERATIONS

The College of Medicine, a component college of the University of Florida Health Science Center, admitted the first class of medical students in September, 1956. The various programs rapidly expanded to include a curriculum leading to the M.D. degree, a Ph.D. program in the basic medical sciences, and residency programs in the various specialties and subspecialties of medicine, and numerous special fellowship programs of clinical or scientific orientation.

The College of Medicine serves as an academic center of scientific and educational excellence and leadership in medicine and allied health fields, and highly specialized medical care services. The faculty is dedicated to programs of education, research, and patient care, while providing the student educational experiences of the highest quality. Located in Northcentral Florida, the College of Medicine is engaged in intramural programs with the Gainesville Veterans Administration Medical Center and extramural programs involving neighboring communities as well as a network of educational services in Daytona Beach, Jacksonville, Tallahassee, Pensacola, Orlando, and other Florida cities.

Situated at the southeast corner of the 2000-acre campus of the University of Florida, the College of Medicine enjoys the benefit of strong ties with other programs within the university. The relationships to the other Health Science Center colleges, the teaching hospital and other disciplines within the university provide a very strong academic base for the College of Medicine.

The educational process of the College of Medicine begins with preprofessional counseling, and includes the program leading to the M.D. degree, residency training, and continuing medical education for the practicing physician. Each phase of this educational continuum has particular emphasis and significance.

Educational offerings for the student of medicine include the humanities, natural and biological sciences, and technology to provide a well-balanced educational experience. The graduates of the program must have an appreciation both for the breadth of the art and skills of medicine and the highly specialized and fundamental nature of scientific medicine. The graduates from the M.D. degree program must have sufficient experience to be able to choose from the many career opportunities in medicine. Also, they must have acquired an attitude of continuing self-education and must have learned to adhere to the highest ethical and scientific standards of the medical profession.

The College of Medicine and its programs received full national accreditation first in 1960, again in 1976 and in 1983 by the Liaison Committee on Medical Education composed of representatives of the Association of American Medical Colleges and the American Medical Association. The residency programs are accredited individually by each respective specialty of the Accreditation Council on Graduate Medical Education, and all 21 residency training programs are accredited.

STUDENTS

The college of medicine attracts students of the highest caliber into the various programs. High standards of scholastic achievement, moral character, and motivation are required of the student. The highly personal relationship between patient and physician places the latter in a position of trust, which demands maturity, integrity, intellectual honesty, and a sense of responsibility. Because of the vast area of science which must be mastered by the physician, the student of medicine must possess a high basic aptitude supplemented by academic preparation of the highest order. Through an active recruitment program, a broader representation of the ethnic mixture is sought in the student body. The college adheres strictly to the principle of ethnic, racial, religious, sex and social equality among its student body and faculty.

The University of Florida does not discriminate on the basis of handicap in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. The designated coordinator for university compliance with Section 504 of the Rehabilitation Act of 1973 is the associate dean for student affairs.

FACULTY

The student is accepted into a fellowship of learning that should mark the beginning of an educational and personal relationship of long duration. To meet the requirements of modern medical education, the faculty must be representative of a wide area of academic experience. In addition to the demand for highest competence in a chosen field of specialization, the faculty must be interested in education and in students. Close faculty-student relationships are developed and maintained through personal, professional, and social contacts. The nature of investigative and clinical training demands close interaction between faculty, students, and the problem at hand, be it the patient or the object of scientific study.

RESEARCH

Individual and cooperative investigations constitute an important aspect of the activities of faculty and students. Facilities and equipment are made available through state, private, and federal funds. In addition to the research laboratories and animal facilities in the University of Florida Health Science Center and the Veterans Administration Medical Center, there are animal research facilities at the Health Science Center Animal Research Farm. A new 240,000 square foot biomedical research building, under construction and scheduled for completion in 1989, will house additional research laboratories, classrooms and faculty offices.

Research projects of the faculty of the College of Medicine range from problems of molecular and cellular biology to all phases of basic and applied clinical investigation including behavioral sciences, epidemiology, and many other disciplines. Collaborative projects are in process with veterinary science, engineering, biology, nuclear sciences, psychology, sociology, education, and many other disciplines.

In view of the nature of modern biomedical investigation, it is natural that many interdepartmental efforts have evolved. Most of these involve faculties from the basic and clinical sciences, and frequently from other colleges in the university. In general, these groups are organized along categorical lines such as the Center for Neurobiological Sciences, the Cardiovascular Group, the Tumor Biology Group, the Divisions of Infectious Diseases, Genetics, Endocrinology and Metabolism, and Gastroenterology, to mention a few. These groups serve a specific research need for the faculty and comprise very strong educational units in the new curriculum. The Clinical Research Center in Shands Hospital is a focus for clinical investigation. Very active collaboration in both research and education exists between faculties of the College of Medicine and the Colleges of Engineering, Education, Veterinary Medicine and the Institute of Food and Agricultural Sciences. Educational opportunities in biomedical engineering are available at all levels: prebaccalaureate, graduate, and postgraduate.

FACILITIES

Most programs and faculty are housed in the University of Florida Health Science Center. The Health Science Center's facilities include the Chandler A. Stetson Medical Sciences Building, the Communicore Building (library, teaching laboratories and classrooms), the Colleges of Dentistry, Health Related Professions, Medicine, Nursing, Pharmacy, Veterinary Medicine, Shands Hospital, and the Gainesville Veterans Administration Medical Center.

The 476 bed Shands Hospital has nearly 20,000 inpatient admissions recorded each year. The outpatient clinics record over 172,000 visits per year. The Veterans Administration Medical Center, located across the street from the Health Science Center, has a capacity of 475 beds and provides additional clinical and research sources. Both institutions offer ample opportunity for hospital-based bedside and ambulatory teaching. Formal educational affiliations have been established in Tallahassee, Pensacola, Jacksonville, and Orlando which provide additional basic science and clinical science resources.

The Communicore is a facility unique to the College of Medicine. This building houses lecture and seminar rooms, multidisciplinary teaching laboratories designed to be flexible enough to accommodate the wide variety of laboratory teaching programs of the different disciplines, study areas, and a center for development and utilization of audiovisual and automated learning aids. In addition, the Health Science Center Library has a collection of over 215,000 books and periodicals. Computer-based bibliographic retrieval services, such as MEDLINE, are available to support teaching and research activities. The library participates in a regional network of medical libraries to supplement its information resources.

The New and Modern Shands
Patient Services Building

Shands Patient Services Building

Gainesville Veterans Administration Medical Center

ACADEMIC CONSIDERATIONS

Medicine, as a profession deeply rooted in the culture of the society it serves, must be responsible to social needs and demands. Deficiencies in the medical system developed slowly in recent decades and have assumed critical proportions in the last few years. Both the consumer and the provider of medical care now are expecting major changes in the practice of medicine and its capacity to serve all elements of our population. Medical education, although somewhat isolated from the day-to-day problem of medical care, has been drawn into the mainstream of crisis and change. In response to this challenge, the faculty of the College of Medicine emphasizes ongoing review and the adaptation of the educational programs to the needs of society for today and tomorrow.

THE CONTINUUM OF MEDICAL EDUCATION

The curriculum of the College of Medicine has several basic objectives. First, it is designed to instill in the medical student the attitude of a physician. By presenting the student with a clinical problem and sufficient basic science data to understand the organic malfunction, it is hoped the learning process will assume a meaningful significance. Second, the curriculum is designed to acquaint students with the different facets of medicine in such a fashion as to permit each student to make an early choice from the many career offerings in medicine. Third, the study plan permits the student to assume the responsibility for developing an educational program relevant to their particular needs—a program which will permit the maximum benefit to be derived from the learning process.

The present medical curriculum is the product of a trend over the last 50 years in which the medical school and its parent university have established close academic ties. This trend has had a great impact on the quality and character of medical education. It has facilitated the emergence of scientific medicine and increased sophistication of patient care (including preventive medicine). These advances have produced a rising cost of medical education and medical care, as well as a separation of medical schools and their faculties from organized medicine and the practitioner. As our society approaches an important juncture in the development of health and medical care systems, the conflict between education and practice is becoming the cause of increasing concern for involved parties. Medical school faculties now are studying carefully the long-range aspects of their educational endeavors, as well as their position as proponents or intermediaries between opposite points of view. As a result of this review process, significant proposals for far-reaching change are being made, which will have a long-lasting impact on medical schools and medical education.

THE ART AND SCIENCE OF MEDICINE

The scientific basis of medicine universally is accepted as a prerequisite for medical practice. Often, however, we are confronted with the idea that the practice of medicine is an art rather than a science; and furthermore, that too much science in medical education renders the future physician insensitive to the human needs of patients. Frequently medical students state that the entrance into medical school really does not bring about the expected change in fulfillment of their motivational desires. Often they feel removed from the art of medicine to the point in which satisfaction or gratification of emotional needs cannot be achieved. As a result, a cynical attitude may emerge toward medical and patient problems, with a subsequent loss of motivation toward learning. The educational experience must help the student to achieve a high quality blend of humanism and science, which will enable optimal medical care to be provided to patients. The faculty strives to blend the art and the science of medicine into the College of Medicine programs.

Through careful planning, an effort will be made to use the fundamental knowledge of the basic sciences in a meaningful relation to career goals in medicine. While during the first year and second year the emphasis will be on sciences, clinical medicine will be introduced during the second year and clinical medicine will be the focus during the third year. The opportunity to advance in both fields in a correlated fashion then will be offered in the elective period of the fourth year.

The introduction of clinical medicine in the second year and the opportunity to select basic science courses during the elective year, are of special significance for modern medicine since there is widespread recognition that delay between scientific discovery and its clinical application is too long and must be shortened. It is expected that graduates of the present program will have less difficulty in retaining a true feeling for a close relationship between science and clinical application and practice.

FLEXIBILITY OF PROGRAMS

For many years, medical faculties attempted to adhere to a principle of completeness in spite of the increased volume of knowledge in the basic medical and clinical sciences. New courses were added and others were condensed until the deluge of factual material over-extended the student's capacity for retention, as well as his or her facility for mental integration. In addition, the assumption was made that a single standard program of instruction would be adequate for all students accepted into an accredited medical program. Experience at the University of Florida has since prompted consideration of the varying backgrounds of medical students and a flexible curriculum which will be relevant to the individual's needs and will permit incorporation for further developments in medical education. Consequently, the present program at the University of Florida differs from the previous curriculum in the following ways:

1) The basic or core program no longer is designated to transmit the total knowledge presumed necessary for the practice of medicine. The emphasis has changed from presentation of content to the transmission of an educational process, whereby the student is largely required

to seek out the necessary content. Admittedly, the student will have wide gaps in the knowledge of basic sciences and the practice of medicine, but should have sufficient information to make a rational and well-informed decision regarding further education.

2) Although students in a medical school all share the desire to become physicians, their backgrounds and specific goals vary greatly. By permitting greater individualization, the curriculum will enable the student to adapt their personal program to previous educational experience, individual learning speed, and to career plans for the future. In providing for this flexibility, the medical curriculum will become an educational continuum beginning with professional education and culminating with continuing medical education for the practicing physician.

3) The medical program will endeavor to free the student from the classroom and provide an opportunity to pursue studies in the library or laboratory. While the regular course load for the first year of the medical student previously consisted of 34 to 36 hours per week, it has been reduced. The student with more time to devote to individual studies will require greater support also through guidance, counseling and teaching aids such as computer assisted instruction and others.

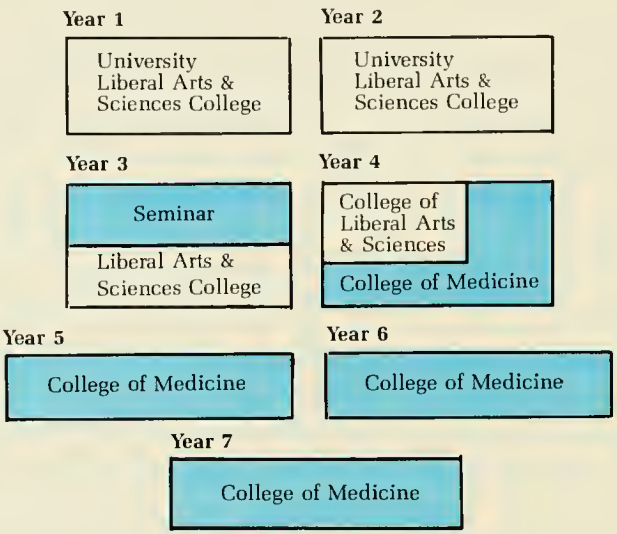
4) It is anticipated that the length of study in the medical program can be adapted naturally to the needs of the individual student. In some instances first-year courses may be used to fulfill undergraduate degree requirements. In others, a student may embark on an early residency program or pursue a combined M.D.-Ph.D. degree program. The prime emphasis of the curriculum is on providing a program which has the elasticity to encompass individual needs and interests. In addition to the change in structure of the curriculum, two programs for entrance into medical school besides the traditional route have been developed:

A) Junior Honors Medical Program

The Junior Honors Medical Program is a combined (seven years) BS-MD program offered by the University of Florida. This is a program for undergraduate students who have chosen a career in the medical profession and who have demonstrated superior scholastic ability and personal development during their first two academic years. Application to participate in this unique and challenging program is made during the student's second year of college (sophomore). Students are notified of their acceptance at the end of their second year. Selection into the program secures admission into the College of Medicine at the University of Florida contingent upon satisfactory completion of the Junior Honors Medical Program. Each student's progress will be monitored throughout the Junior Honors Medical Program and will be reviewed at the end of the Junior Honors year to determine whether the student has complied with the prerequisites and maintained the high standards expected of a student participating in this accelerated Honors program. A satisfactory score on the Medical College Admission Test (MCAT) is required prior to entrance into the College of Medicine.

Students are eligible to apply to the Junior Honors Medical Program if they have (1) completed at least eight (8) semester hours, including laboratories, of: biology, general (Inorganic) chemistry

and organic chemistry; (2) completed two semesters of calculus; (3) completed the University of Florida's general education requirements of English, social sciences and humanities, either via course work or placement credit and (4) have a minimum of a 3.5 or higher cummulative grade point average. Students who have also completed their foreign language and/or physics requirements during their first two years of college are in a favored position with respect to application to the Junior Honors Program. Although most applications are received from University of Florida students, applications are accepted from students from other colleges. Non-Florida residents are also eligible to apply. The program is limited to 12 students per year.



During the Junior Honors year (third year), students participate in three required seminars. The seminars provide extensive faculty contact and a solid background in biochemistry and other areas of preclinical science. The emphasis is placed on student participation in a relatively nonstructured and informal format. Past Junior Honor participants have found this to be an educational experience of great value in the development of a critical and inquiring approach to learning. In addition to these seminars, students continue to register for course work within the College of Liberal Arts and Sciences. Many students in the program also participate in research projects.

The fourth-year students who have successfully completed the Junior Honors year merge into the standard first-year medical program. The schedule for these students also includes arts and sciences courses during the fall semester. Since the College of Liberal Arts and Sciences grants credit for the third-year seminars as well as portions of the first-year medical programs, participants are eligible to receive a Bachelor of Science degree at the end of the first year of medical school

Additional information about the Junior Honors Medical Program and the application procedures may be obtained by writing the Assistant Dean for Preprofessional Education, College of Medicine, University of Florida, Box J-216, J.H.M. Health Science Center, Gainesville, Florida 32610.

B) Program in Medical Sciences (PIMS)

The Program in Medical Sciences (PIMS), an inter-university approach to medical education, began in the fall of 1971 at the Florida State and Florida A&M Universities in Tallahassee. In this program, the two universities in the state capitol have combined efforts to provide instruction in the preclinical medical sciences parallel to the first-year curriculum of the University of Florida College of Medicine. Since 1985, the University of West Florida in Pensacola, has also participated in this program. Since this instruction is integrated with traditional undergraduate degree programs in a college such as Liberal Arts and Sciences, the time permitted to achieve competency in the preclinical sciences is flexible. While it is expected that most students will spend five years in reaching this level, a number of accelerated students may do so in four years. For others, six years may be required.

Participation and enrollment in PIMS courses is limited to full-time undergraduate students at Florida State University, Florida A & M University and the University of West Florida. From among those students accepted into the PIMS Program after satisfactory completion of the required curriculum, an evaluation committee with the approval of the dean of the College of Medicine selects those students for transfer to the University of Florida College of Medicine at the second year level. The remaining three years of medical education are completed at the University of Florida College of Medicine if satisfactory progress is made.

The curriculum is designed around a nucleus of existing courses in the social, biological and physical sciences and contains all of the traditional basic science disciplines, except physical diagnosis and systemic pathology. Clinical seminars and other clinical experiences are furnished by the community of practicing physicians in Tallahassee with the cooperation of Tallahassee Memorial Regional Medical Center, the Florida State University Health Service, and the Neighborhood Health Clinic in Tallahassee.

Detailed information on the Program in Medical Sciences can be obtained by writing the Office of the Director, Program in Medical Sciences, Florida State University, Tallahassee, 32306.

UNIVERSITY OF FLORIDA HEALTH SCIENCE CENTER—JACKSONVILLE (UFHSC—J)

Eleven hospitals in nearby Jacksonville form the University of Florida Health Science Center - Jacksonville (UFHSC—J), originally named the Jacksonville Health Education Programs, Inc. (JHEP), with the goal of improving medical education in the community. In 1969, by action of the Board of Regents, UFHSC—J became a division of the J. Hillis Miller Health Center in Gainesville. Full-time faculty of the University of Florida College of Medicine are located in Jacksonville.

There are elective rotations and required clerkships in a variety of clinical areas available in Jacksonville. These rotations provide the opportunity to observe patients in a community hospital setting and to become acquainted with the many problems of health care delivery in an urban area. In addition to supervision by a large full-time faculty, the student may have the opportunity to work with community based practitioners.

A number of accredited residency programs are conducted in Jacksonville. Residents participate in the teaching of students. UFHSC—J conducts a number of programs for continuing education for practicing physicians to which students are welcome.

A nationally patterned medical library system supports the teaching and research activities with extensive periodical holdings, bibliographic services, and audiovisual collections.

PENSACOLA EDUCATIONAL PROGRAM, INC. (PEP)

A unique academic affiliation between the College of Medicine and the Pensacola Educational Program (PEP) has been established. This affiliation provides the undergraduate medical student from the University of Florida an opportunity to obtain a variety of clinical elective experiences in Pensacola. In addition, numerous opportunities exist for graduate and postgraduate educational programs between the two institutions.

COMMUNITY MEDICINE

The development of Shands Hospital at the University of Florida has played an important part in accelerating the emergence of scientific medicine by providing ideal conditions for certain aspects of clinical teaching. The student in the teaching hospital, however, is confronted with highly selected types of patient problems, which in the outside world are exceptions rather than the rule. Less insight is gained into the day-to-day problems of minor and major illnesses as they occur in the community.

The College of Medicine has developed educational programs in various community settings to provide medical students and physicians-in-training with experiences in the common medical problems of ambulatory health care. The rural health activities of the College of Medicine are renowned for their contributions to patient care and medical education.

By extending the education of medical students into the community, students are also provided the opportunity to view and understand the non-clinical factors of family and community groups and institutions that affect medical care. Every medical student will participate in a community health clerkship which also includes an opportunity for a brief preceptorship with a practicing physician. Through these community experiences the faculty and students together will become familiar with the common medical problems seldom seen in a hospital.

A basic premise in the community health programs of the College of Medicine is that they will direct the talents of the faculty toward the problems of health care delivery and engage the interest and enthusiasms of the medical students toward their future resolution.

ADMISSION INFORMATION

THE APPLICANT POOL

Students applying for admission to the University of Florida College of Medicine should plan to complete the requirements for a bachelor's degree at an accredited university or college by the time of matriculation. In exceptional instances, students upon whom the degree has not been conferred may be admitted.

Applicants will be appraised on the basis of personal attributes, academic record, evaluation of achievements, references, performance on the Medical College Admissions Test (MCAT) and personal interviews if granted by the selection committee.

Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degree are obligated to complete all degree requirements prior to application to the College of Medicine for study toward the M.D. degree.

The College of Medicine does not discriminate on the basis of race, sex, creed, or national origin. Although Florida residents are given preference in admission, the College of Medicine does consider a limited number of nonresident applicants each year. Nonresident applicants must demonstrate superior qualifications. The College of Medicine welcomes applications from minority students and strongly encourages members of minority groups to apply regardless of residence.

UNDERGRADUATE EDUCATION

Basic Science Requirements: The minimum science admissions requirements include basic introductory courses and laboratories in the following subjects:
Biology—8 semester hours (12 quarter hours)
General (Inorganic) Chemistry—8 semester hours (12 quarter hours)
Organic Chemistry—8 semester hours (12 quarter hours)
Physics—8 semester hours (12 quarter hours)

Many students desire an additional background in science. For this purpose, courses in physiology, biochemistry, microbiology and genetics might be considered. It is not necessary to choose one of the sciences as a college major.

No specific requirement is set in the area of mathematics since, at most colleges, some mathematics is prerequisite to physics and chemistry. Some college level work in calculus is strongly recommended. Familiarity with the principles of statistics and their application to the analysis of data is an important asset for any medical student. A knowledge of computers and computer programming is valuable in medical education, but is not required.

Consideration should be given by the student to participation in honors courses, independent study, and scientific research. These activities present opportunities for an unstructured learning experience.

Electives: The remainder of the college work should be distributed throughout the humanities, social and behavioral sciences. The student should select subjects which tend to broaden the educational experience.

Extracurricular Activities: Extracurricular activities and employment both during the academic year and the summers are important contributions to an individual's development. Experience in medical and paramedical areas often contributes toward an understanding of health care delivery problems and helps to solidify the basis of the student's motivation toward a career in medicine.

MEDICAL COLLEGE ADMISSION TEST

Every applicant must take the Medical College Admission Test (MCAT), at a time that enables scores to be received by the Admissions Office prior to the application deadline. The test is given twice yearly in many colleges and universities. For further information about the test, write the MCAT Registration, American College Testing Program, P.O. Box 414, Iowa City, Iowa 52243.

APPLICATION AND ACCEPTANCE PROCEDURES

Admission to the College of Medicine is highly competitive. Careful appraisal of each applicant is based on information gained from academic records, scores on the Medical College Admission Test, recommendations by premedical advisors and teachers and, in some cases, personal interviews. The College of Medicine endeavors to select those students who appear to be the most qualified for a career in medicine. Similarly, the student is expected to make a careful choice of the institution which offers an environment and program most suited to his or her interests and personality.

1) The College of Medicine is a participating institution in the American Medical College Application Service (AMCAS). The AMCAS application form may be obtained after June 1 from the University of Florida's Preprofessional Office, Room 380 Little Hall or the College of Medicine, Student Admissions Office, Box J-216, JHMHSC, University of Florida, Gainesville, Florida 32611, telephone (904) 392-1521.

2) It is highly recommended that the minimum science admissions requirements be completed prior to making application.

3) After careful screening of the preliminary AMCAS applications by the Medical Selection Committee, selected applicants will be sent a formal University of Florida Application requesting additional information. The completed form should be returned directly to the University of Florida College of Medicine Admissions Office and arrangements made for submission of a preprofessional committee evaluation or letters of recommendation. This second phase requires an application fee of $15 from all students not previously enrolled in the University of Florida. This fee is not refundable. All materials should be submitted as early as possible, but no later than December 1 of each year.

4) Following committee review of all the application materials, interviews with members of the Medical Selection Committee will be arranged for competitive applicants. These interviews are usually held on Fridays at the University of Florida College of Medicine campus in Gainesville.

5) An applicant has two weeks to reply to an offer of admission to the College of Medicine by filing a written statement of intent. If the applicant is later accepted by another school which he or she prefers, the applicant is obligated to notify the College of Medicine in writing, as soon as possible, of a decision to withdraw.

6) No deposit is required from accepted applicants.

The above procedures follow the guidelines of the Association of American Medical Colleges.

ADMISSION TO THE COLLEGE OF MEDICINE AT AN ADVANCED STANDING STATUS

A person may seek transfer to the College of Medicine from a United States or Canadian medical school. Individuals who already have received a degree from a college of medicine will not be admitted to the M.D. curriculum at advanced standing status. A person may be admitted to the College of Medicine at an advanced standing status within the context of the following guidelines:

1) A vacancy exists for the admission of a person to advanced standing status. A vacancy exists only when, for any reason, an enrolled student, beyond the first year and prior to the fourth year in the College of Medicine, cannot continue his or her matriculation in the College of Medicine.

2) Previous professional or graduate education is adjudged adequate in quantity, quality, and time frame to have been competitive for admission as a first-year student at this college and to permit entry into the curriculum at a level beyond the first year. An applicant who is, for any reason, on probation or not in good academic standing at the school from which transfer is sought will not be recommended for transfer to this college.

3) Applicants currently pursuing graduate level work toward a Ph.D. degree or other professional degrees are required to complete all degree requirements prior to application for admission to the College of Medicine for study toward the M.D. degree.

4) An individual who is accepted for admission to advanced standing status will be awarded a degree only if he or she is enrolled in the college a minimum of twenty-four months.

Initial consideration of an applicant for advanced standing will be undertaken only when the applicant furnishes the following information upon request:

1) A signed narrative written by the applicant expressing the circumstances which prompted the request to transfer at an advanced standing status.

2) A letter of recommendation from the dean of the professional or graduate school in which the applicant either was enrolled or is presently enrolled.

3) Official transcripts of all post-high school academic course work.

4) Medical College Admission Test official scores.

5) Proof of successful completion of Part I of the National Medical Board Examination if the applicant is or has been enrolled in a school of medicine.

6) A properly executed information form furnished by the Office of Admissions.

7) Proof of United States citizenship.

An applicant judged to be qualified on the basis of the furnished information may be extended an interview. Applications for admission at advanced standing will not be processed unless a vacancy exists in the respective class for which the application is made.

Special programs of study leading to graduate degrees in the basic medical sciences and admission requirements for these programs are outlined on page 43 of this Catalog.

PROFESSIONAL EDUCATION LEADING TO THE M.D. DEGREE

Once a decision has been reached by both the medical school and the applicant, the student enters the professional portion of the educational continuum. From this time forward, the student will pursue his or her educational endeavors from the vantage point of a physician striving to achieve well-rounded capacities as a physician-humanist and scientist in his or her profession and community.

The four years of medical education are divided into three blocks of time, which are identified as Preclinical Basic Sciences (two years), Clinical Clerkships (one year), and Postclerkship Electives and Required Courses (one year). During the preclinical period, students are provided a core of basic science and general clinical information. The required clinical clerkship rotations provide the students with more specific clinical information and experiences in eight general areas of medicine -- anesthesiology, community health, medicine, neurology, obstetrics and gynecology, pediatrics, psychiatry, and surgery. The fourth year includes four weeks each of required rotations in surgery and medicine, and four weeks of advanced pharmacology. The remainder of the fourth year is devoted to elective course work.

Preclinical

The preclinical course work is designed to provide students with essential basic science and general clinical information necessary for their clinical training. Teaching teams from both basic and clinical science departments will participate.

Students may elect the option of taking the preclinical basic science courses over a three-year period of time. This option might provide an opportunity for the M.D.-Ph.D. candidates and other students to begin research activities earlier and in more depth. It would also provide the opportunity for students to pursue course work outside the traditional medical school curriculum. Such course work could include public health, hospital administration or international health. In addition, students electing to enroll in an honors program might find this three-year option appealing. Finally, this less intense three-year track may be advantageous to students with less intensive science backgrounds and who would benefit from a more moderately paced coursework. Contact hours per week for the standard two-year curriculum range from 22-25. In the three-year track, contact hours would range from 8-25 with an average of about 17 contact hours per week. Students' requests to participate in the three-year track must receive prior review and approval by the chairman of the curriculum committee and the chairman of the academic status committee.

A student who fails, or meets the standards for dismissal, must repeat the year in its entirety and is not eligible to elect the three-year option. During the first academic year, a student who is in good academic standing can choose to move into the three-year program. To take advantage of the opportunities that the three-year option offers, the decision should be made prior to beginning the first year or prior to the first day of the second semester. No student who has received a final course grade of F in any course will be allowed to move into the three-year curriculum.

The course schedule under the standard two-year curriculum proceeds in the following manner:

First Year

Anatomy by Diagnostic Imaging presents normal anatomy in three dimensions, (frontal, coronal [sagittal] and axial). The course is designed to present the anatomy of the organ as well as vascular and topographic anatomy, for better understanding of human gross anatomy.

Basic Biochemistry and Molecular Biology consists of lectures and discussion sessions designed to increase the student's basic biochemical knowledge of cellular functions. General topics include physical biochemistry, metabolism, and molecular biology. Students with previous experience in biochemistry and the approval of the instructor may be exempt from attending lectures.

Biochemistry and Molecular Biology of Disease is designed to build on the student's basic biochemical knowledge of the cellular function. Information is presented in lectures and small group discussions. Topics covered include nutrition, physical biochemistry, metabolism and molecular biology with emphasis placed on the biochemical and molecular biological aspects of pathobiology.

COLLEGE OF MEDICINE CURRICULUM

First Year

BASIC BIOCHEMISTRY AND MOLECULAR BIOLOGY BMS 5201C	PHYSIOLOGY BMS 5000	MEDICAL MICROBIOLOGY BMS 5004	MEDICAL NEUROSCIENCE BMS 5005
GROSS ANATOMY BMS 5100C	MICROSCOPIC ANATOMY BMS 5110	MEDICAL IMMUNOLOGY BMS 5006	
HUMAN SYSTEMS DEVELOPMENT BMS 5121 / ANATOMY BY DIAGNOSTIC IMAGING BMS 5190	BIOCHEMISTRY AND MOLECULAR BIOLOGY OF DISEASE BMS 5204	MEDICAL VIROLOGY BMS 5007	
CELL BIOLOGY BMS 5101			
MEDICAL SCIENCES SEMINARS BMS 5014			

Second Year

GENERAL PATHOLOGY BMS 5608	SYSTEMIC PATHOLOGY BMS 5600	PHARMACOLOGY BMS 5460
ONCOLOGY BMS 5630		
PHYSICAL DIAGNOSIS AND INTRODUCTION TO CLINICAL MEDICINE BMS 5830	CLINICAL DIAGNOSIS BMS 5831	
MEDICAL ASPECTS OF HUMAN GENETICS BMS 5202	SOCIAL AND ETHICAL ISSUES IN MEDICAL PRACTICE BMS 5822	EPIDEMIOLOGY AND PUBLIC HEALTH BMS 5823
INTRODUCTION TO PSYCHIATRY BMS 5151	INTRODUCTION TO CLINICAL RADIOLOGY BMS 5191	LABORATORY MEDICINE BMS 5610

Third Year

CLINICAL ROTATIONS
(8 weeks each)

Fourth Year

ELECTIVES (4 weeks each)
Medicine and Surgery Clerkships (4 weeks each)
Advanced Pharmacology

Cell Biology presents information on the roles of cells in the function of the organism. The mechanism by which cells execute their roles is stressed.

Gross Anatomy presents an introduction to the basic structure and mechanics of the human body. The dynamics of learning occur primarily in the laboratory and are supplemented with lectures, conferences, and demonstrations as needed.

Human Systems Development covers early human development including gametogenesis. The major emphasis of the course is on normal human organ development and morphogenesis. A system approach, correlated with the normal gross anatomy of those systems, is used.

Introduction to Medical Sciences Seminars covers contemporary topics that span clinical and basic sciences. Emphasis is placed on discussion with faculty, in small group settings, to review recent medical literature and fundamentals of reporting biological variability.

Medical Immunology introduces the student to fundamental principles of immunology. Problem solving approaches are stressed.

Medical Microbiology deals with the study of bacteria, fungi and parasites and the processes by which they produce infectious diseases.

Medical Neuroscience is a multidisciplinary course designed to provide students with the fundamental information concerning the organization and function of the central nervous system. Lectures, laboratory and group discussions are used in presenting the course material.

Medical Virology covers fundamental principles of clinical virology utilizing a lecture and discussion group format.

Microscopic Anatomy is a course in which the microscopic structure of the cells, tissues, and organs of the human body is taught. Correlation of structure and function is emphasized.

Principles of Physiology introduces the student to the study of the normal functioning of the body transport mechanisms, on major organs such as gastrointestinal, respiratory, cardiovascular, renal, endocrine and neuroendocrine. It emphasizes the integration of these organs into a systems approach as a basis for clinical applications.

Second Year

Clinical Diagnosis emphasizes skills necessary for history-taking and expands skills in performing physical examination of patients. An extended lecture series provides an introduction to the clinical practice of medicine, preparing the student for upcoming clinical experiences.

Epidemiology and Public Health provides the students with clinical instruction in epidemiology, preventive medicine and public health.

General Pathology introduces students to basic processes involved in the inflammatory response, types of inflammation, immunological response to disease, clinical aspects of infectious disease and neoplasia.

Introduction to Clinical Radiology introduces the student to diagnostic imaging in the clinical setting. Faculty present information on the theory of radiological techniques and examples of pathology in various organ systems.

Introduction to Psychiatry introduces the second year student to the biological, psychological and social interactions which underline human behavior in both health and illness. Against a background of normal development, problems of pain and chronic diseases are used to demonstrate the pschosocial impact of illness. Alcoholism, substance abuse, impaired physicians, human sexuality and an introduction of pyschiatric treatment are also presented.

Laboratory Medicine introduces the student to basic principles and frequently used laboratory tests in the clinical chemistry, toxicology, drug monitoring, immunoassy and blood bank laboratories.

Medical Aspects of Human Genetics consists of lectures and discussion groups to present the theoretical aspects of human genetics.

Oncology presents information on cancer in a clinical conference setting. Topics correlate with information presented in pathology.

Pharmacology presents concepts of drug action, introduces major classes of drugs, and emphasizes the biochemical and physiological basis for understanding drug action.

Physical Diagnosis and Introduction to Clinical Medicine introduces the student to basic components of the physical examination with emphasis on normal findings.

Social and Ethical Issues in Medicine explores the patient's interactions associated with disease, treatment, family and community.

Systemic Pathology emphasizes the effects of disease on the human organism and the correlation of disease with symptoms, signs, and the course of illness.

Third Year

The third year is devoted to clinical clerkships, in which groups of students rotate among the major clinical services experiencing direct patient contact. During these clerkships, the student becomes an integral member of the medical team and has direct responsibility for his/her assigned patients during the rotation.

Students are allowed to displace one clerkship rotation into the fourth year and take two units of elective in place of the clerkship, providing some flexibility in choice. To ensure that each clerkship has a relatively constant number of students, no more than three students can displace any one clerkship at a given time. Delaying a clerkship requires approval of the course director, the student's advisor, the course director for the chosen elective and associate dean for student affairs.

Each clinical service conducts a variety of seminars and conferences. These are considered to be part of the clerkship and attendance is expected.

Fourth Year

The fourth year occupies the last 11 months of the curriculum and consists of elective experiences combined with a one month advanced clerkship in medicine, a one month advanced clerkship in surgery, and one month of advanced pharmacology.

The students thus are able to design a program which permits extensive elective time in a clinical or basic science area, an early experience related to their career choice, or an exploration of their interests among several career choices. The students are permitted considerable freedom in designing their program, but the choices must be made carefully in conjunction with the student's faculty advisor. Remediation may take place in the fourth year upon recommendation by the Academic Status Committee, the appropriate department, and faculty advisor.

Any student academically in the lower third of the class requesting to study away must obtain their advisor's permission and approval of the Academic Status Committee. Any student whose request exceeds a three month period of study at other institutions must have the approval of their academic advisor, the elective coordinator and the associate dean for student affairs.

Clinical assignments are available in all of the major disciplines of medicine. The student may work as an advanced clerk, assuming greater responsibilities than in the third year.

Estimated percentages of time and credit hours allotted for various elective offerings have been calculated on the basis of credit hours per academic semester. Each student is expected to complete a minimum of 40 semester credit hours in the fourth year for graduation. Each student is required to take course work up to graduation regardless of the total credit hours accumulated.

The curriculum is constantly undergoing evaluation and refinement. Changes may occur from year to year in order to improve the educational program of the undergraduate student of medicine.

The provisions of this catalog are not to be construed as an irrevocable contract between the student and the College of Medicine. The college reserves the right to effect policy and regulatory changes at any time.

EVALUATION

The Academic Status Committee has responsibility to review each student's performance and make recommendations to the dean of the College of Medicine regarding promotion and graduation. Members of the committee include faculty representatives from each department of the College of Medicine, preclinical and third year coordinators, the director of minority affairs, and the associate dean for student affairs (who serves as chairman).

The overall performance of a student will be considered by the Academic Status Committee in preparing recommendations regarding promotion, graduation, and general academic ranking of the students. Information upon which recommendations will be made include grades, written evaluations, and cognitive and noncognitive data submitted by the faculty of the various curricular units, and the scores on the National Board Examinations. All students will be informed of their academic progress on a regular basis.

Standards of Performance

Students' performance in academic coursework will be evaluated by letter grades A through F or Pass-Fail. The Pass (P) or Fail (F) grading system will be used in special circumstances as approved by the Curriculum Committee. Passing grades are A through C in order of excellence. A grade of D connotes unsatisfactory performance. If a grade of D is assigned, remediation of this grade will be required. Failing grades are F (Failing), WF (Withdrew Failing), or I (Incomplete). The I or F grade may be given to a student who fails to complete course requirements or who fails to attend or participate in required course activities. Students must receive a passing grade in every course to be recommended for graduation. If approved for remediation by the Academic Status Committee, any student with a D or a failing grade must complete required remedial coursework with a passing grade.

Remediation requirements will be determined by the appropriate course director and approved by the chairman of the respective department and the Academic Status Committee. Remediation must be completed prior to entering the next academic year, unless the plan for remediation, submitted by the course director and approved by the Academic Status Committee, allows continuation into the first months of the next academic year. Any incomplete coursework must be completed within a prescribed period of time or the grade will be converted to F.

The Academic Status Committee will review the performance of all fourth-year students to be considered for graduation. In addition to the satisfactory completion of all required and elective coursework, the student must have a grade point average of 2.0 or better and must have satisfactorily completed all remedial work with a grade of C or higher. Students receiving a grade of less than C in remedial work may be dismissed. National Board Examinations Parts I and II must be taken before the student is approved for graduation. Students who have demonstrated outstanding academic achievements will be recommended for graduation with honors. Excellence of different types in varied fields will be considered, such as superior academic work, outstanding student research and thesis, and other special achievements. Nomination and selection of students for graduation with special honors will be made by the faculty.

Probation and Dismissal

Students who fail to achieve satisfactory academic progress may be placed on academic probation or dismissed. The purposes of probation are: 1) to identify unsatisfactory performance at an early date, 2) to provide opportunity for the student to receive counseling, 3) to provide the student whose progress is unsatisfactory with further opportunity to improve and perform satisfactorily, and 4) to notify the student that satisfactory progress is not being made toward standards required for graduation.

In accordance with university regulation, any student with less than a 2.0 grade point average will be placed on probation. Additionally, the following standards apply to students of the College of Medicine:

1) **Preclinical first year**—Any student receiving failing grades in coursework totaling 7 or more credit hours or Ds or Fs in coursework totaling 13 or more credit hours during the first year

will be automatically dismissed. Any student receiving an F in any coursework or Ds in coursework totaling 7 or more credit hours will be placed on probation.

2) **Preclinical second year**—Any student receiving Ds or Fs totaling 10 or more credit hours will be automatically dismissed. Any student receiving an F in any coursework or Ds in coursework totaling five or more credit hours will be placed on probation.

Students electing to take the basic sciences under the three year optional tract will be governed by the following criteria—During the first two years of this option, any student receiving Fs in coursework totaling 7 or more credit hours or Ds or Fs in coursework totaling nine or more credit hours will be automatically dismissed. Any student receiving a D or F in any coursework will be placed on probation. During the final year of the three year option, any student receiving Ds or Fs totaling 10 or more credit hours will be automatically dismissed. Any student receiving an F in any coursework or Ds in coursework totaling five or more credit hours will be placed on probation.

No student will be allowed to begin the clinical clerkships until all basic science coursework has been satisfactorily completed. Students who have received failing or incomplete grades in preclinical coursework are not allowed to continue into the clerkships until that coursework has been satisfactorily remediated.

3) **Third year**—Any student receiving a D or F in any clerkship will be automatically placed on probation for one year. A student receiving a D or F in any other clerkship while on probation will be automatically dismissed. Any student receiving a grade of incomplete will be reviewed by the Academic Status Committee.

The progress of any student who has been on academic probation for two consecutive years will be reviewed by the Academic Status Committee for consideration of dismissal. Students who have failed to demonstrate appropriate academic progress for promotion and graduation may be dismissed.

The fourth year students are not allowed to begin their elective work until all unsatisfactory coursework during the clinical clerkships has been remediated. Students in the lower third of the class must have the approval of the Academic Status Committee before applying for elective coursework taken away from the J. Hillis Miller Health Science Center, Jacksonville Health Education Programs, or Orlando Regional Medical Center. Students who apply for more than three months of extramural rotations must also have approval from their academic advisor, the elective coordinator, and the associate dean for student affairs.

4) **Fourth year**—Any student receiving an F in required fourth year clerkships or Ds or Fs in coursework totaling 8 or more credit hours during this academic period will be automatically dismissed. A student receiving a D in any of the required fourth-year clerkships or a D or F grade in any other required or elective coursework will be automatically placed on probation and cannot be recommended for graduation until remedial work has been completed successfully.

Removal of Probation

A student will be removed from academic probation by action of the Academic Status Committee when he or she has received no grade of less than C for any coursework during a period of one calendar year after being placed on probation and the student has maintained a grade point average of 2.0 or better.

Appeals

A student has the right to appeal academic dismissal or any other actions affecting his or her academic status to the Academic Status Committee. The intent to appeal must be submitted by the student in writing to the Chairman of the Academic Status Committee within two working days after receiving written notification of dismissal or other actions. The student will be notified in writing and invited to attend a meeting of the Academic Status Committee which will be convened within ten calendar days to hear the student's appeal, unless justification exists for a delay, in which case the student's appeal will be heard as promptly thereafter as possible.

A negative decision by the Academic Status Committee may be appealed to the dean of the College of Medicine. The intent to appeal to the dean of the College of Medicine must be submitted by the student in writing to the dean within two working days after receiving written notification of an adverse action by the Academic Status Committee. The decision of the dean in all appeals is final unless the president of the university or the president's designee agrees to hear the appeal. A student must notify the dean and submit the appeal to the president's office within two working days.

Probation for Students Who Successfully Appeal Dismissal

Students whose academic dismissal is reversed by successful appeal and who are permitted to repeat coursework will be automatically dismissed if a grade of less than C is received in any course during the repeated time period. If the coursework is satisfactorily completed, students will continue on probation for an additional calendar year, at which time the student may be removed from probation by favorable action of the Academic Status Committee. Students who are allowed to repeat fourth year coursework will remain on probation until they have successfully completed all of the requirements for graduation.

STUDENT CONDUCT CODE

Students enjoy the rights and privileges that accrue to membership in a university community and are subject to the responsibilities which accompany that membership. In order to have a system of effective campus governance, it is incumbent upon all members of the campus community to notify appropriate officials of any violations of regulations and to assist in their enforcement.

Conduct regulations of the university are made available to all students and are applicable to students enrolled in the College of Medicine. These regulations are contained in the University Record, the Student Guide, the Independent Florida Alligator, and the Florida Administrative Code.

The President is charged with the responsibility for establishing and enforcing regulations governing student life. Regulations are designed to enable the university to protect against the conduct of those who, by their actions impair or infringe on the rights of others or interfere with the orderly operations of the university.

A student is subject to disciplinary action up to and including expulsion for violation of the University Code of Conduct or University Academic Honesty Guidelines. A student is expected to maintain the requisite integrity, attitude, motivation, and personal and professional conduct deemed essential to the practice of medicine. Possible violations of the Student Conduct Code and University Academic Honesty Guidelines will be handled through the university's Office of Student Affairs and the Health Science Center Student Conduct Committee.

Students have the right to appeal non-academic disciplinary actions through the appropriate committee to the university's Office of Student Affairs. Such appeals must be submitted in writing within five working days of notification of the decision.

Violation of the Code of Conduct. A student may be expelled or receive any lesser penalty for the following offenses:

1) Furnishing false information to the university. This includes cheating and plagiarism.
2) Forgery, alteration, or misuse of university documents, records, or identification cards.
3) Unauthorized use, taking or destruction of public or private property on campus, or acts committed with disregard of possible harm to such property.
4) Actions or statements which amount to intimidation, harassment, or hazing.
5) Participation in or continued attendance at, after warning to disperse by a university official, a raid on a university living unit.
6) Disorderly conduct.
7) Disrupting the orderly operation of the university as defined in Florida Statutes, Board of Regent's policies, and the demonstration policy of the university.
8) Failure to comply with any university rule or regulation, including, but not limited to, the Academic Honesty Guidelines.
9) Violations of Housing, Interhall, and Area Council regulations.
10) Violation of conduct probation.
11) Possession, use, or delivery of controlled substances as defined in Florida Statutes.

12) Possession or use of a firearm on the university campus except as specifically authorized in writing by the university.

13) Actions or conduct which hinders, obstructs, or otherwise interferes with the implementation or enforcement of the Student Conduct Code.

14) Failure to appear before any of the disciplinary authorities and to testify as a witness when reasonably notified to do so. Nothing in this subsection shall be construed to compel self-incrimination.

15) Violation of any municipal ordinance, law of the State of Florida, or law of the United States.

16) Ticket scalping, i.e., selling tickets to any University of Florida function or event being held or to be held on the University of Florida campus, for more than $1.00 over the original price.

17) Possession or use of fireworks, explosives, dangerous chemicals, ammunition or weapons (including, but not limited to, bows and arrows or switchblade knives).

18) Actions which are committed with disregard of the possible harm to an individual or group, or which results in injury to an individual.

19) Any actions, including those of a sexual nature or involving sexual activities, which are intimidating, harassing, coercive, or abusive to another person, or which invade the right to privacy of another person.

20) Any action without authorization from the university which does or causes to, access, use, modify, destroy, disclose or take data, programs or supporting documentation residing in or relating in any way to a computer, computer system or computer network or causes the denial of computer system services to an authorized use of such system.

ACADEMIC HONESTY GUIDELINES

All students are required to abide by the Academic Honesty Guidelines which have been accepted by the university. Violations of the Academic Honesty Guidelines include, but are not limited to the items listed below:

Taking of Information—copying graded homework assignments from another student; working together on a take-home test or homework when not specifically permitted by the instructor; looking at another student's paper during an examination; looking at your text or notes during an examination when not permitted.

Tendering of Information — giving your work to another to be copied; giving someone answers to examination questions when the examination is being given; after having taken an examination, informing another person in a later section of questions that appear on that examination; giving or selling a paper to another student.

Plagiarism — copying homework answers from your text to hand in for a grade; quoting text or other works on an examination, term paper or homework without citation when requested by the instructor to present your own work; handing in a paper purchased from a term paper service; retyping a friend's paper and handing it in; taking a paper from files and handing it in.

Conspiracy — planning with one or more fellow students to commit any form of academic dishonesty together; giving your paper to another student you know will plagiarize it.

Misrepresentation — having another student do your work on an examination or assignment; lying to a professor to increase your grade.

Bribery — offering money or any item or service to a faculty member or any other person so as to gain academic advantage for yourself or another.

HEALTH SCIENCE CENTER STUDENT CONDUCT STANDARDS COMMITTEE

The Health Science Center Student Conduct Standards Committee has responsibility for the adjudication of violations of the University of Florida Academic Honesty Guidelines for students enrolled in the College of Medicine. The committee is composed of four faculty members and one student, appointed by the president of the university. Sanctions available to the committee include reprimand, conduct probation, suspension, or expulsion. The committee will furnish to students charged with a violation of the Academic Honesty Guidelines rules of procedure that include the following:

A) The right to be notified in writing of the charges against him/her with sufficient detail and time to prepare for the hearing;

B) The right to a prompt hearing before the committee;

C) The right to know the nature and source of the evidence which will be used against him/her;

D) The right to present evidence in his/her own behalf;

E) The right to freedom against compulsory self-incrimination; and

F) The right to appear with an advisor at the hearing.

A decision made by the Health Science Center Student Conduct Standards Committee may be appealed to the president of the university, and must be filed within five working days of notification of the decision.

SEXUAL HARASSMENT INFORMATION AND PROCEDURES

Sexual harassment is defined as persistent and unwanted sexual attention for a person in a position of authority or power. In response to concern about incidents of sexual harassment, staff in the Office for Student Services have been designated as being available to students who have complaints about sexually offensive behavior by faculty members. These individuals will talk

with students and, if it is deemed appropriate, will attempt to resolve complaints on an informal basis. In all cases every possible effort will be made to insure confidentiality and to protect the rights of both students and faculty members. If resolution of a complaint cannot be reached informally the students will be advised about formal grievance procedures.

AIDS POLICY AND OTHER INFECTIOUS DISEASES

When an Acquired Immune Deficiency Syndrome (AIDS) case comes to the attention of the university, whether student, faculty or staff member, the director of the Student Health Service will assume responsibility for conducting a thorough review based upon the best medical and legal information available. Any actions taken will respect the confidentiality of the individual as well as the individual's welfare and that of the university community.

Other infectious diseases will be handled appropriately and reported according to State requirements.

COLLEGE OF MEDICINE DRESS CODE POLICY

The official dress code of the College of Medicine is: no shorts; clean shirts and shoes for graduate students and students in the preclinical years. Ties for men, and white lab coats with name tags shall be worn by all students and housestaff who have any contact with patients or patient care areas.

All College of Medicine students, at all levels of education and training, are expected to maintain a proper professional image in their behavior and personal appearance at all times.

TEACHING
LABS

GRADUATE AND POSTGRADUATE PROGRAMS

GRADUATE EDUCATION IN THE MEDICAL SCIENCES

Programs Leading to the M.S. and Ph.D. Degrees

The educational continuum of the medical sciences is designed to provide flexibility in terms of the type of degree which may be earned as well as the type of subject matter which may be included in the individual curriculum.

Programs leading to the Ph.D. degree in medical sciences are offered by the College of Medicine through the Graduate School of the university. The programs offered in anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology and laboratory medicine, pharmacology and therapeutics, and physiology are intended to give talented individuals an opportunity to engage in careers of research and teaching in the basic scientific medical disciplines. The Department of Biochemistry and Molecular Biology also offers a program leading to the Ph.D. in biochemistry.

The M.S. degree in the medical sciences is offered by the Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology and Laboratory Medicine, Pharmacology and Therapeutics, and Physiology. The Department of Biochemistry and Molecular Biology offers the M.S. degree in biochemistry.

The prime requirements for admission to these programs are personal integrity, motivation, and general scholastic achievement. Candidates must satisfy the general requirements for admission to the Graduate School and produce a satisfactory score on the Graduate Record Examination. Candidates should have an undergraduate major in a biological or physical science, but other undergraduate areas of concentration appropriate for study in the basic medical sciences are engineering and mathematics. In order to remedy deficiencies in their backgrounds, some candidates may find it necessary to take additional undergraduate courses even though they hold the A.B. or B.S. degree required for Graduate School admission.

The completion of a satisfactory dissertation based on original research is the most important single requirement of the Ph.D. program. Most of the work involved in the dissertation ordinarily will be done in the last two years of residence, but candidates will be encouraged to begin their research in a preliminary exploratory fashion toward the end of their first year. Graduate education in the basic medical sciences is planned from an interdisciplinary point of view, but with a major in the fields of anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology and laboratory medicine, pharmacology and therapeutics, or physiology. A minor is not required but may be elected in any relevant discipline approved for graduate study in the university.

Graduate students have the opportunity of assisting in the teaching of medical and undergraduate courses and most students are advised to do so as part of their training. Teaching assistantships and nonresident tuition scholarships are available to a limited number of students.

Medical Scientist Training Program (Combined M.D.-Ph.D. Degree)

The Medical Scientist Training Program is designed for highly qualified students who are strongly motivated toward an academic career in the medical sciences. This is a flexible six to seven year program which attempts to provide in-depth graduate education in a basic science discipline, a rigorous medical education, and an introduction to clinical investigation.

Candidates for the program must satisfy admission requirements for the College of Medicine and the Graduate School. Since successful candidates are selected from those admitted to the College of Medicine, application begins with standard application to the medical school. All candidates who receive the supplemental application forms will be given the option to apply for the Medical Scientist Training Program; direction for such application is provided at that time. Successful applicants are expected to achieve satisfactory scores on the Medical College Admission Test and to have personal qualities of high order, superior intellectual accomplishments, research experience and genuine interests in human welfare and an academic career. The Graduate Record Examination may be required before matriculation. Students already enrolled in medical school may apply to the program.

The student will enroll in all courses for the M.D. degree. In addition, the student will be required to complete the requirements for the Ph.D. as established by the university and the department in which dissertation work is undertaken. In most cases, that department will be one of the seven basic science departments in the College of Medicine, but other departments in the university are acceptable alternatives. The student will receive credit toward both degrees for those courses applicable to each. In addition, special seminars and courses in human biology and clinical research are incorporated into the program.

The program is designed to be flexible, and the Medical Scientist Training Program Steering Committee will assist the student in planning the curriculum and determining progress. In most cases, the student will be expected to initiate a research project during the summer before starting medical school and select a graduate department at the end of the summer. Students will be evaluated by examination similar to those in the separate M.D. and Ph.D. programs. The Committee on Academic Status of the College of Medicine will evaluate the student's performance and recommend promotion to the next class or awarding of the M.D. degree. The Graduate Advisory Committee, in conjunction with the department from which the student will receive the Ph.D. degree, will assess the graduate performance.

Most, if not all, students accepted to the program can anticipate financial support (graduate research assistantships) during the graduate portion of the program. In addition, select students will be awarded annual stipends of at least $8000 while in the medical portion of the program on the condition that both degrees are obtained.

Inquiries regarding this program may be directed to the Office of the Director, Medical Scientist (M.D./Ph.D.) Training Program of the College of Medicine, but applications to the program are coordinated with application to the College of Medicine as described above.

GRADUATE MEDICAL EDUCATION (RESIDENCIES AND FELLOWSHIPS)

All programs of residency training offered in Shands Hospital and the Veterans Administration Medical Center are fully accredited and approved by the American Medical Association Accreditation Council on Graduate Medical Education and are listed in the Directory of Approved Residencies. In addition, the Senate of the university formally recognized these programs as academic non-degree programs of the College of Medicine at its meeting of June 26, 1969. The hospitals hold certification from the Joint Commission on Accreditation of Health Care Organizations.

The residency programs only accept individuals who are graduates of medical schools accredited by the Liaison Committee on Medical Education and graduates of foreign medical schools who hold the ECFMG certificate and pass the Foreign Medical Graduate Examination in the Medical Sciences (FMGEMS).

Residencies: Residencies vary in length with each of the specialities (between two and five years). Formal residencies are offered in anesthesiology, family practice, medicine (internal medicine), neurology, neurosurgery, obstetrics and gynecology, ophthalmology, orthopaedic surgery, pathology, pediatrics, psychiatry, radiology and its subspecialties, and surgery (general, plastic, thoracic, otolaryngology, and urology).

Stipends accompany each residency. Housing at moderate cost is adjacent to the Health Science Center and is described on page 58.

Fellowships: A limited number of clinical fellowships are available in the various subspecialties of anesthesiology, family practice, medicine, pathology, pediatrics, psychiatry, radiology, and surgery to qualified applicants with some previous residency training and/or research pursuit. There are some traineeships which are at a slightly more advanced level directed toward basic training for academic careers in clinical disciplines and the basic medical sciences. A postgraduate training program in laboratory animal medicine is also available.

Opportunities also exist for selected fellows to work toward the M.S. degree in the medical sciences in one of the basic science departments offering such programs.

Applications: Detailed program information and applications for these programs may be obtained by writing the appropriate departmental chairman, chief of service, or the Office of the Dean, College of Medicine.

LICENSURE

Licensure to practice medicine and surgery in Florida can be obtained by endorsement if the applicant has been certified by licensure examination of the Federation of State Medical Boards of the United States, Inc. (FLEX) or is certified by the National Board of Medical Examiners as having completed its examination, provided that said examination required shall have been so certified within the ten years immediately preceding the filing of the application for licensure. Such a license is good only if the recipient engages actively in medical practice for a minimum of one year. Graduates of approved medical schools in the United States and Canada are eligible

for this endorsement. In addition, graduates of foreign medical schools who otherwise are qualified and whose credentials have been evaluated by the Educational Council for Foreign Medical Graduates (ECFMG), and who have passed the American medical qualification examination for foreign medical graduates, may be considered for endorsement. The applicant must have completed at least one year of approved internship in the United States, legally have declared intention to become a citizen and have been a resident of the United States for a minimum of one year.

Since various state laws differ as to licensure requirements, it is the responsibility of the medical student to become familiar with the qualifications for licensure in the state or states which he or she might consider as potential locations for the practice of medicine.

CONTINUING EDUCATION

The physician's proficiency in the practice of medicine depends on the commitment to continuing education. The College of Medicine recognizes its role in assisting with this aspect of education and has designated to a member of the academic staff the responsibility for inaugurating an effective means of strengthening the education continuum through postgraduate medical education. To facilitate such a program, the Office of Continuing Medical Education has been created.

The Office of Continuing Medical Education has assessed the needs of the practicing physician and, working with its advisory committee, plans workshops, conferences, seminars and symposia to help the practicing physician meet continuing medical education requirements to maintain membership in the Florida Medical Association. These programs meet the standards of the American Medical Association for the Physician's Recognition Award. In addition, departments and divisions within the College of Medicine offer specialty rounds and conferences that the practicing physician is eligible to attend. The interest of the practicing physician in these programs has been encouraging, and is a tribute to the desire of the medical profession to keep abreast of the current trends in medicine.

Continuing medical education personnel are available for consultation in the program design of educational techniques, chart audit, and peer review as they relate to educational objectives of an individual hospital. Other programs in continuing medical education are conducted in cooperation with the Florida Board of Regents, the Florida Medical Association, the Florida Academy of Family Physicians, and a variety of medical specialty groups.

STUDENT INFORMATION

FINANCIAL CONSIDERATIONS

The fee structure for Florida residents and nonresidents in the M.D. program of the College of Medicine is subject to change from year to year. Fee information can be obtained after July 1, 1989, by contacting the Student Financial Services, Room 100 THE HUB, Gainesville, Florida, 32611. Students are registered for two semesters during their first and fourth years and for three semesters the second and third years. Fees and method of payment are subject to change and are payable in accordance with the university regulations. The registration fee includes a Student Health Fee and a Student Activity Fee for each of the semesters. Most of the services and facilities of the Student Health Services are available to students without charge. A group insurance program sponsored by Student Government is available at a very reasonable cost. The Activity Fee covers the student's attendance at a wide variety of social, athletic, and cultural events which are offered by the university.

Registration dates for each class in the College of Medicine are set by the Registrar's Office and the students are notified when their group is expected to complete registration. These fees must be paid in accordance with dates published in these instructions or they are increased by $25.

Students who are interested in doing work toward an advanced degree in the medical sciences should consult the Bulletin of the Graduate School for information concerning tuition and fees.

Textbooks and instruments needed by a first-year student will require an expenditure of about $700-$900. Purchase of a microscope will not be required as the College of Medicine, through a special fund, has established a microscope bank and provides each entering student with a microscope on a loan basis.

The minimal annual cost for a single Florida resident for the first year is approximately $8,000 plus tuition.

SCHOLARSHIPS

AMA-ERF Scholarship: Awarded to an outstanding first-year candidate for the Ph.D. degree.

AMA-ERF Scholarship: Awarded to an outstanding first-year candidate for the joint M.D./Ph.D. degree.

The Charles O. Andrews, Jr. Scholarship Fund: A merit scholarship fund established in 1978 in memory of Judge Andrews and awarded annually to a M.D.-Ph.D. student.

W. Paul Bateman Scholarship: Established by the Bateman Foundation to assist worthy medical students in need of financial assistance.

The Maurice H. Givins Scholarship Fund: An endowed fund established in 1975 to provide financial assistance to students in the College of Medicine.

The Mr. and Mrs. W. A. Godron Scholarship Fund: This unrestricted endowed fund was established in 1977 to assist worthy male students who demonstrate a need for financial assistance.

Federal Scholarship for First-Year Students of Exceptional Financial Need: The Health Professions Educational Assistance Act of 1976 authorized "Scholarships for First-Year Students of Exceptional Financial Need." This scholarship program provides for the payment of tuition and fees, all other reasonable educational expenses and a monthly stipend for a 12 month period. Students receiving "exceptional need" scholarships for their first year of study are given priority consideration for National Health Service Corps Scholarships for their second year of study.

Other students may participate in scholarship programs under the National Health Service Corps and the Armed Forces where participants are required to perform obligated service on a year-for-year basis with a minimum of two years.

Graham Hunter Scottish-American Exchange Scholarship is awarded annually to a fourth-year student for the purpose of studying at the University of Dundee, Scotland and for a Scottish medical student to study at the University of Florida College of Medicine. This exchange program was made possible through funds provided by the late Mr. George Graham Guthrie Hunter.

Medizinische Hochschule Hannover-American Exchange Scholarship is awarded annually to a fourth-year student for the purpose of studying at the University of Hannover, West Germany and for German medical students to study at the University of Florida College of Medicine. This exchange program was made possible through funds of the DAAD (German Academic Exchange Service).

The George Graham Hunter Scholarship Fund is awarded each year to an undergraduate medical student in the field of orthopaedics. The recipient of this scholarship shall be designated by the orthopaedic faculty and approved by the dean of the College of Medicine.

C. J. Miller Scholarship is an endowed fund whose purpose is to support a junior or senior medical student in good academic standing who is in need of financial assistance.

The Nell C. Miller Scholarship is an endowed fund established in 1982 under the terms of the will of Mrs. Miller to provide partial scholarships for medical students interested in cardiovascular physiology or diseases, or related problems.

Avonelle C. Noah Scholarship Fund: An endowment fund was established in 1968 under the terms of the will of Mrs. Avonelle C. Noah. The income from this fund is to be used to assist worthy students in the College of Medicine.

Susan O. Rasmussen Scholarship provides financial assistance to students from central Florida who are enrolled in the College of Medicine and have financial need.

Lettie Pate Whitehead Scholarship: This annual scholarship is awarded to worthy female students in financial need from the states of Virginia, North Carolina, South Carolina, Tennessee, Georgia, Florida, Alabama, Mississippi or Louisiana.

Ralph G. Bladgett Scholarship: Established by Mrs. R. G. Bladgett, this scholarship was established to support qualified students in the College of Medicine who need financial assistance.

Wheat Medical Scholarship Fund: An endowment fund was established in 1967 under the terms of the will of Mrs. Eva H. Wheat. The income from this fund is to be used to assist worthy male medical students (who are selected by the College of Medicine) to continue their education.

Harold M. Triggs Scholarship Award provides financial assistance to second, third, and fourth year students who are enrolled in the College of Medicine and have financial need.

William Warren and Marie C. Wolff Scholarship is awarded to needy, worthy, and talented young men and women who are accepted by the College of Medicine, who are dedicated to the science of medicine, and who otherwise could not receive such education.

Fred Bear Scholarship provides financial assistance to medical students who have demonstrated strong merit and are deemed to have financial need.

County Scholarships: Various counties in Florida, such as Broward, Lee and Palm Beach, have established scholarship awards to residents who attend the University of Florida College of Medicine.

SCHOLASTIC AWARDS

Alpha Omega Alpha Honor Medical Society: The Beta Chapter of Florida was installed at the University of Florida College of Medicine on May 9, 1960. A small number of students of the junior and senior classes are eligible for membership. Selection is based upon high academic standing, personal and professional character, and promise for future contributions to medicine.

The John Gorrie Award, donated by Dr. Theodore F. Hahn, Jr., is presented each year to the graduating medical student who, in the opinion of the faculty of the College of Medicine, is the best all-around student showing promise of becoming a practitioner of the highest type.

Upjohn Achievement Award is offered through the Upjohn Company Achievement Award program to the graduating medical student who achieves the highest academic standing during the four years in medical school.

The William C. Thomas, Sr. Award is given each year to an outstanding student with an interest in obstetrics and gynecology. The award is made by the Florida Obstetric and Gynecologic Society.

The Faculty Award for Research is given to the graduating medical student who has made the most outstanding contribution through research during the course of medical school.

Alumni Scholarship Award was established by the University of Florida Medical Alumni Association from donations by its members and is awarded at the end of the junior year to students who are judged to be outstanding scholastically.

Florida Obstetric-Gynecologic Society Award is given by the Society to recognize a senior student who has distinguised him/herself academically in the field of obstetrics and gynecology and has demonstrated a dedication to patient care.

Bythewood & Baker Memorial Scholarship Award for Women Medical Students is an endowed fund established in 1968 by Miss Martha Isabel Mays and is awarded to a junior female medical student who is judged to be academically outstanding.

The Luther W. Holloway Award was established by the Florida Pediatric Society in honor of the late Dr. Luther W. Holloway to be awarded to the medical student showing the greatest proficiency in child health.

The Hugh and Cornelia Carithers Award, an endowed award established by Drs. Hugh and Cornelia Carithers of Jacksonville, is presented each year to a graduating student on the basis of over-all accomplishments and aptitudes in child health and human development.

The University Medical Guild Scholarship Awards are presented each year by the University Medical Guild to a second year and third year student who are judged to be outstanding scholastically and to an entering student on the basis of need and scholastic merit.

The University of Florida Medical Guild Award in Memory of Mrs. J. Hillis Miller is given annually to a first-year student in recognition of outstanding academic achievement during the first year of medical school.

The University Medical Guild Graduate Research Awards are presented each year to four graduate students in the basic medical sciences who are judged to have performed the best research during their graduate studies.

Genevra Todd and Henry E. Meleney Memorial Award, established originally by the late Dr. Henry E. Meleney in memory of his wife, is to be given to a medical student for outstanding achievement during the first year of medical study.

Albert G. King Award for Scientific Achievement in Research is to be presented each year by the Watson Clinic of Lakeland to the medical student chosen for productive effort and scientific contribution. The research must have been presented at a Medical Student Research Conference during the academic year.

The Dean Mitchell Baker Award, established by Dr. and Mrs. Roy M. Baker of Jacksonville in memory of their son, is awarded each year to a graduating medical student for excellence in the field of pediatric cardiology.

Joel Cohen, Patricia Ann Maddalone Memorial Award was established in memory of Joel Cohen who demonstrated superior skill, imagination and industry in the laboratory research of drug hypersensitivity, and is to be presented each year to that student demonstrating outstanding proficiency in clinical or laboratory investigation in the field of immunology.

William Osler Award in Internal Medicine is donated by this organization, composed of past and present chairmen of the Department of Medicine, chiefs of the Medical Service at the Veterans Administration Medical Center and chief residents in medicine, to the graduating medical stu-

dent who has demonstrated outstanding proficiency and excellence in the field of internal medicine.

W. F. Enneking Award, established and funded by the Musculoskeletal Oncology Fellows of the Department of Orthopaedics, is to be given annually to the graduating medical student who, in the opinion of the faculty of the orthopaedic department, shows the most promise of making a contribution to medicine through an academic career.

Eugene Craig Haufler Award is awarded to a graduating medical student to recognize overall excellence in pediatrics.

Guillermo J. Perez Memorial Scholarship Award was established by the Department of Pediatrics in memory of the late Dr. Perez, a former member of the pediatric faculty, to support each year the training of a graduating medical student who demonstrated an interest in adolescent medicine.

Walt Oppelt Memorial Award has been established in memory of the late Dr. W. Walter Oppelt by friends, associates, and the Departments of Pharmacology and Therapeutics and Medicine. This annual award will be presented to a medical student who has excelled in the field of pharmacology and therapeutics.

Paula Ellis Scholarship Award was established by the Gainesville Junior Women's Club as a memorial to Paula Ellis and is given to a medical student chosen for academic excellence and/or meritorious service who shows promise and interest in the prevention or cure of cancer.

F. Eugene Tubbs, M.D., J.D., Memorial Award was established in 1979 in memory of the late Dr. Tubbs, a former resident physician in the College of Medicine and member of the Florida House of Representatives. The award is to be awarded jointly each year to a University of Florida medical student and a Florida State University law student who have demonstrated excellence in their field.

Charles Collins Obstetrical and Gynecological Award was established in 1975 by the Florida Obstetrical and Gynecological Society to honor Dr. Charles Collins of Orlando. This award is given each year on a rotating basis to a graduating medical student in one of the three medical schools in the state who has shown academic excellence and outstanding performance in the field of obstetrics and gynecology.

Netter Atlas Award, sponsored by Ciba Pharmaceutical Company, is given each year in recognition of a medical student who has contributed the most to community service.

Sandoz Award established by Sandoz Pharmaceuticals, is presented annually to a senior medical student in recognition of superior academic achievement and contribution to health care.

Roger G. Schnell Neurology Book Award, established by Dr. Roger G. Schnell of Ft. Lauderdale, is to be given to a medical student who has shown excellence in the field of clinical neurology.

Paul R. Elliott Award, established by the Program in Medical Sciences, is given annually to the graduating physician whose performance and career aspirations best reflect the ideals and program goals as set forth by Paul R. Elliott to provide excellence in primary care.

The Professor James M. Murdoch Therapeutics Award recognizes a senior medical student's outstanding knowledge and excellence in the field of therapeutics.

The Gainesville Medical Group Internal Medicine Scholarship Award is to be presented annually to a rising senior medical student in recognition of academic achievement and excellence in the field of medicine.

Class of 1980 Donegan Scholarship Award was established for peer recognition of academic excellence, personal integrity and financial need of a rising senior medical student and to honor Miss Hazel Donegan of the Office of Student Admissions and Activities, College of Medicine.

Samuel D. Harris Scholarship Awards were established by Mr. George Harris of St. Augustine, in honor of his brother, to recognize senior medical students who have shown proficiency in psychiatry and geriatrics.

Plastic and Reconstructive Surgery Award is offered by this department to recognize that senior medical student who has shown academic achievement and excellence in the field of plastic and reconstructive surgery.

The Thorkild W. Andersen Award, established by the Department of Anesthesiology in honor of that department's first faculty member, is presented to the senior medical student who has made the greatest overall contribution to the College of Medicine and his or her fellow students.

The Haven M. Perkins Award recognizes the first resident in the Department of Anesthesiology and is presented to a second-year student who has achieved the highest academic standing in the basic sciences.

The Harbin Scholarship was established in memory of the late Dr. James Edwards Harbin, Jr. by his family. This annual award will be presented to an entering medical student or students on the basis of academic achievements.

Neurological Surgery Award, established by the Department of Neurological Surgery, is presented to the graduating medical student who has distinguished himself/herself in the field of neurological surgery.

The University Medical Guild Professional Development Scholarship Award will be awarded each fall to a senior medical student based on scholastic merit and financial need.

The University Medical Guild Merit Scholarship will be awarded each year to a first-year student based on scholastic merit and financial need. This award is for four consecutive years of medical school provided scholastic merit is maintained.

Dr. Peter Regan Award, named in honor of the first chairman of the Department of Psychiatry, is given to recognize a senior student who has demonstrated excellence and has a career goal in the field of psychiatry.

Edward R. Woodward Surgical Award is awarded to a senior medical student who best demonstrates strengths of moral and ethical fiber, social consciousness, and the traits of intelligence, tenacity and perspicacity.

The Mary Solowy Memorial Award, established by her family, is given to recognize a graduating medical student who has distinguished himself/herself in the field of neonatal-perinatal medicine.

The Dr. Robert R. Donahoe Memorial General Surgery Award, given in memory of Dr. Donahoe, is to recognize a senior student who has chosen a career in the field of general surgery and who has exhibited superior skill and dedication to patients.

Syntex Dermatology Award is presented to a senior medical student who has shown proficiency and interest in the field of dermatology.

Florida Chapter of the American College of Surgeons Award is given to an outstanding student in the graduating class who will pursue a career in surgery.

The University Medical Guild Memorial Award for Academic Excellence is presented to a graduating senior by the University Medical Guild to recognize academic excellence through four years of medical school.

LOAN FUNDS

College of Medicine Loan Funds: Loans from these funds are available to students enrolled in the College of Medicine who are in good academic standing and can show sufficient evidence of financial need. Interest (at nine percent) begins at graduation and continues until repayment is completed. Repayment ordinarily begins one year after graduation. Short-term loans are available for emergencies, but must be repaid within the semester borrowed.

These funds have been made possible by grants from the W. K. Kellogg Foundation; the Selby Foundation; the Patrick J. O'Shaughnessy Memorial Fund; the John J. Tigert Memorial Fund; the Frederick F. Kumm, M.D., Memorial Loan Fund; the Helen Stargardt Memorial Loan Fund; the George M. Green, M.D., Memorial Loan Fund; the Algia Collins, Jr., M.D., Memorial Fund; the Publix Loan Fund; Alachua County Medical Auxiliary; Gainesville Medical Group; and by gifts from several organizations and individuals within the State of Florida. Loans are administered by the College of Medicine's faculty-comprised Financial Aid Committee.

Health Professions Educational Assistance Act: The Health Professions Educational Assistance Act of 1976 extends the act of 1963 through 1980 and provides student loans up to the cost of tuition and $2,500 in one academic year. The loans are based on exceptional financial need and may be repaid in part by service in a shortage area. Interest rates are nine percent per annum.

Ronald A. Julian Memorial Fund was established as a memorial loan fund to assist medical students in financing their education. It is administered in accordance with the procedures established for the College of Medicine Loan Fund.

The Barbara S. Michael Loan Fund: A revolving loan fund established in 1977 for needy and worthy students in the College of Medicine.

University of Florida College of Medicine Alumni Association Loan: This loan was established by the members of the college's Alumni Association from donations by its members and awarded to worthy students in financial need.

Hugh and Mable Wilford Loan Fund: This trust fund was established in 1970 for the purpose of making loans available to assist worthy and needy students to attend the University of Florida College of Medicine. This loan fund will be administered in accordance with procedures established for the Health Professions Student Loan Program.

Marie Rosa Valicenti Loan Fund: Established in memory of Mrs. Valicenti by the Carmen Valicenti Trust to provide loans for students from the northern part of Brevard County and to students from Orange County.

Dudley Beaumont Loan Fund: This fund was left to the College of Medicine early in the school's history as a memorial loan fund to assist in meeting the financial needs of its students. It is administered in accordance with the procedures established for the College of Medicine Loan Fund.

The George Graham Hunter Loan Fund: This trust fund, established in 1968, is for the purpose of making loans available to qualified medical students or residents in orthopaedics.

The Dr. P. Phillips Foundation Loan: This loan fund was established to assist financially needy students from Orange, Brevard, Seminole, Lake or Osceola counties who have shown academic achievement.

Guaranteed Student Loan Program: The Guaranteed Student Loan Program helps students meet the cost of education by allowing them to receive low-interest loans from participating commercial lending institutions such as banks, credit unions, and savings and loan associations. This program authorizes the guarantor, usually the state's Department of Education, to insure the lender for defaulted loans.

Each academic year, students may borrow an amount up to their expected cost of education minus financial aid received from other sources and minus their expected family contribution. The expected family contribution is determined by using a federally approved financial needs test. Graduate or professional students may request loans up to $7,500 an academic year (two semesters). The total GSL loans graduate students may accumulate may not exceed $54,750 including their undergraduate borrowing.

Seven percent interest is charged on loans that were taken out before January 1, 1981. Students who took out their first loan after 1980 are charged nine percent interest. For first-time borrowers taking out a loan in January 1984 or later, the interest rate is eight percent. Repayment of Guaranteed Student Loans begins six to nine months after the student ceases to be enrolled at least halftime. The interest on these loans increases to 10% after four years of repayment. This change is effective July 1, 1988.

Additional information and applications can be obtained from the Office for Student Financial Affairs, 111 Anderson Hall, University of Florida, Gainesville, Florida 32611.

Maude Halstead Rhodes Loan: This fund was established in 1987 to provide loans to third and fourth year students up to a maximum of $3000 per year.

Other Sources: Many students have received financial support from local sources. These may be discovered by inquiries addressed to voluntary health agencies, medical organizations, service clubs, church organizations, or trust departments of banks.

FELLOWSHIPS

Student Research Fellowships: These fellowships are made possible by grants from voluntary health agencies in Florida, pharmaceutical firms, the National Institutes of Health, and other agencies. Medical student research holds a high priority in the College of Medicine with the primary objective being that of involving the inquisitive student in a self-learning experience in medical research. As an incentive to become involved in research, students are offered an opportunity to apply for fellowship support which is available on a part-time basis during the academic year and on a full-time basis during summer vacations. Fellowships are awarded on a competitive basis with a progress report and continuation application required for each semester. In addition to providing fellowships for research, this program also sponsors a Research Day for medical students to report the findings of their research and will contribute funds (when available) to the travel expenses of medical students who present the results of their research at national conferences. On the basis of the results of the research projects and their presentation, medical students are eligible for the annual Faculty Research Award, Albert G. King Award, and the Alpha Omega Alpha Research Award. Graduating students may also be considered for Graduation with Honors based on research.

LIVING ACCOMMODATIONS

Housing on campus should be arranged through the Office of the Director of Housing, University of Florida, Museum Road at S.W. 13th Street, Gainesville, Florida (392-2161). Beaty Towers has four-person suites at $690 per semester per student. For married students, apartments in Corry, Diamond, University Villages, and Tanglewood are available. These are modern two-story buildings of brick construction containing one, two, and a few three-bedroom apartments at $142-$260 per month (all prices subject to change). The 104 units comprising Schucht MemorialVillage ($203 per student per month) are adjacent to Shands Hospital and priority is given, when possible, to single housestaff and medical students who have clinical responsibilities requiring quick access to the Health Science Center. To secure favorable consideration, application for on-campus housing should be made immediately upon acceptance to the College of Medicine.

Private homes and privately operated rooming houses and apartments provide many accommodations for students. The university's Division of Housing also offers a referral service through the Off-Campus Housing Section where current listings are available. These listings are not compiled for mailing since they are subject to constant change, and mutually satisfactory rental arrangements can be made normally only by the student after a personal inspection of facilities and a conference with the landlord. Initial contacts should be made at least 30 days before school begins.

COURSE DESCRIPTIONS

The following courses comprise the preclinical component of the curriculum for the M.D. degree, and are offered to medical students during the first and second years. Dental students are also enrolled in most of the first year courses. Some of the courses are available to graduate students in the university, but the number of students who can be accepted is limited by laboratory facilities and enrollment requires the approval of the course director.

FIRST YEAR

BMS 5000 PRINCIPLES OF PHYSIOLOGY
6 credits. The basic physiology of the respiratory, cardiovascular, endocrine, renal and gastrointestinal systems is presented. Concepts of physiology are presented with some clinical applications.

BMS 5004 MEDICAL MICROBIOLOGY
2 credits. The course deals with the study of bacteria, fungi and parasites and the processes by which they produce infectious disease. Lectures, laboratory sessions and discussion groups are used to present course material.

BMS 5005 MEDICAL NEUROSCIENCE
5 credits. This course provides an integrated and multidisciplinary approach to the study of central nervous system structure and function. The course includes the study of neuroanatomy, neurochemistry, neuroembryology, neurohistology, and neurophysiology. Sensory and motor system functions are also stressed. The laboratory portion of the course is intensive, allowing students to develop a working knowledge of human brain structure and organization. There is also a strong emphasis on applying basic science information to actual clinical problems.

BMS 5006 MEDICAL IMMUNOLOGY
2 credits. Designed to teach medical and dental students the fundamental principles of immunology. The course includes Patient Oriented Problem-Solving packages (POPS) that are designed to enable groups of students to work together applying the learned facts and concepts in immunology to the solution of clinical problems.

BMS 5007 MEDICAL VIROLOGY
1-2 credits. This course is designed to teach the fundamental principles of medical virology to medical and dental students. Lecture and discussion groups are used in presenting information.

BMS 5014 INTRODUCTION TO MEDICAL SCIENCES SEMINARS
1 credit. Small group seminars with medical students and faculty participants are used to cover contemporary topics that span clinical and basic sciences. Emphasis is placed on discussion with the faculty and evaluation of recent literature including the fundamentals of reporting biological variability.

BMS 5100C GROSS ANATOMY
6 credits. The basic structure and mechanics of the human body are taught. Instructional settings include laboratory sessions, lectures, conferences and demonstrations. The practical application of clinical medicine is stressed throughout the course.

BMS 5101 CELL BIOLOGY
1 credit. The course consists of lectures which outline the roles of the cell in the function of the organisms and describe the mechanism cells use to execute these roles. Emphasis is placed on a view of the cell which is perceived to be useful for understanding how and why cells fail in pathology and injury.

BMS 5110 MICROSCOPIC ANATOMY
4 credits. The microscopic structure of the cells, tissues and organs of the human body is taught. Correlation of structure and function is emphasized in lecture and laboratory sessions.

BMS 5121 HUMAN SYSTEMS DEVELOPMENT
2 credits. This lecture course covers early human development with emphasis on normal organogenesis and tissue morphogenesis. Some abnormal development is presented.

BMS 5190 ANATOMY BY DIAGNOSTIC IMAGING
1 credit. The goal of this course is to describe normal human anatomy in three dimensions (frontal, coronal [sagittal] and axial) using imaging modalities available to diagnostic radiologists. The course is oriented to organ systems describing not only the anatomy of the organ but also its vasculature and topographic anatomy. The course includes 10 didactic lectures and a permanent display of films describing normal anatomy. Slides and video tapes are available for individual, independent viewing.

BMS 5201C BASIC BIOCHEMISTRY AND MOLECULAR BIOLOGY
3 credits. Lectures and discussion sessions are designed to increase the student's basic biochemical knowledge of cellular functions in health and disease including genetic disorders. The physical biochemistry, metabolism, and molecular biology of mammalian cells are stressed.

BMS 5204 BIOCHEMISTRY AND MOLECULAR BIOLOGY OF DISEASE
4 credits. Prerequisite: BMS 5201C or equivalent. Lectures and small group discussions are designed to build on the student's basic biochemical knowledge of cellular function. Emphasis is placed on the biochemical and molecular biological basis of pathobiology. Topics include nutrition, physical biochemistry, metabolism and molecular biology.

SECOND YEAR

BCC 5151 INTRODUCTION TO PSYCHIATRY
4 credits. This course offers an introduction to the biological, psychological and social interactions which underline human behavior in both health and illness. Course teaches students to conduct a psychiatric interview, evaluation, and to become familiar with descriptive and dynamic aspects of common psychiatric syndromes and diagnostic categories. Alcoholism, substance abuse, impaired physicians, human sexuality and an introduction to psychiatric treatment are also presented. Small group teaching is devoted to lecture-demonstrations and clinical work.

BMS 5191 INTRODUCTION TO CLINICAL RADIOLOGY
1 credit. Prerequisite: BMS 5190. This course introduces the student to diagnostic imaging in the clinical setting. A short description of radiation physics, risks of radiation and prevention of radiation injury is given. The diagnostic approach to different disease entities is described, emphasizing the importance of sequence of studies and the diagnostic information which can be obtained by different imaging modalities (plain radiographs, contrast studies, ultrasound, radionuclide studies, computed tomography and magnetic resonance imaging). Samples of pathology in different organ systems are discussed. The course includes a 10 hour didactic lecture series and a permanent display of images with pathology.

BMS 5202 MEDICAL ASPECTS OF HUMAN GENETICS
2 credits. Designed to familiarize the student with the medical aspects of human genetics, this course presents both theoretical and clinical information in cytogenetics. Mendelian and multifactorial inheritance, and population genetics together with a review of its application in the diagnosis, management, and prevention of genetic diseases.

BMS 5404 PHARMACOLOGY
6 credits. This introductory course presents concepts of drug action (drug-receptor interactions, drug absorption, distribution, and elimination), introduces most of the major classes of drugs, and emphasizes the biochemical and physiological basis for understanding drug action. Groups of drugs considered include anesthetic, autonomic, central nervous system, adrenal, cardiovascular and antimicrobial compounds.

BMS 5600 SYSTEMIC PATHOLOGY
8 credits. Prerequisites: Satisfactory completion of first year of medical school. Building upon general principles learned in BMS 5608, the student studies in detail the pathology of organ systems. Etiology, pathogenesis and biological behavior of the various diseases are covered in lecture and amplified by laboratory materials. Functional and clinical implications are discussed.

BMS 5608 GENERAL PATHOLOGY
3 credits. Prerequisite: Satisfactory completion of the first year of medical school. The course introduces second year medical students to the basic processes involved in the inflammatory response, both cellular and humoral mechanisms, and to the types of inflammation: acute, chronic, granulomatous. Students are exposed to further discussion of immunology, expanding upon the first year but with more emphasis on cellular immunity, auto-immune disease and HLA-disorders as they relate to human conditions. This information is integrated into a clinically oriented instruction to infectious disease using case examples. Lastly, neoplasia is defined and categorized with a discussion of etiologic agents, cellular mechanisms, and host response, ending with a discussion of lymphomas.

BMS 5610 LABORATORY MEDICINE
1 credit. Prerequisite: Satisfactory completion of the first year of medical school. The basic principles of laboratory medicine are stressed, including the development of a reference "normal" range, precision and quality control. The interpretation of frequently used laboratory tests in clinical chemistry are done by case histories. Principles of toxicology, drug monitoring and immunoassay are presented. The appropriate use of blood products is stressed.

BMS 5630 ONCOLOGY
2 credits. This course is taught in parallel with pathology and provides correlation between treatment of patients with cancer and oncology topics being addressed in pathology.

BMS 5822 SOCIAL AND ETHICAL ISSUES IN MEDICAL PRACTICE
2 credits. An introduction for second-year medical students to ethical and social problems in clinical medicine which will provide students with ways of thinking through these problems to a satisfactory resolution. The course provides a forum for students to acquaint themselves with the reasoned views of others and to sharpen their own views on issues raised in the assigned reading, lectures and discussion groups.

BMS 5823 EPIDEMIOLOGY AND PUBLIC HEALTH
2 credits. This course provides instruction in clinical epidemiology, preventive medicine and public health. The critical appraisal of the medical literature is emphasized.

BMS 5830 PHYSICAL DIAGNOSIS AND INTRODUCTION TO CLINICAL MEDICINE
2 credits. Students are introduced to the basic components of the physical examination with emphasis on normal findings.

BMS 5831 CLINICAL DIAGNOSIS
6 credits. Prerequisite: BMS 5830. Conducted by the Department of Medicine with participation by the Departments of Neurology, Orthopaedics, Ophthalmology, Pediatrics, Otolaryngology - Students develop medical interviewing and physical examination skills, learn methods of collecting, organizing and communicating data, develop an understanding of the genesis of signs and symptoms, and are introduced to the techniques of problem-solving in physical diagnosis.

THE THIRD AND FOURTH YEARS

The third and fourth years consist of required clerkships and electives. Day-to-day care of hospitalized patients is a responsibility in most clinical courses and requires highly specialized professional preparation as well as the commitment of large amounts of time by the students participating in the third year of the curriculum. Therefore, the clinical courses may be somewhat irregularly scheduled and limited to candidates for the M.D. degree. Small groups of students rotate through the individual clinical courses. The courses (clerkships) are integral parts of the curriculum. Medicine, surgery, obstetrics and gynecology and pediatrics are eight week rotations; psychiatry seven weeks in length; community medicine six weeks; neurology two weeks, and anesthesiology one week.

THIRD YEAR

BCC 5100 ANESTHESIOLOGY CLERKSHIP
1 credit. One week. Intensive lectures and laboratory instruction in life support systems, including practice in the skills necessary to approach and treat the patient suffering from acute cardiopulmonary collapse of varying etiology.

BCC 5110 MEDICAL CLERKSHIP I
8 credits. Eight weeks. Active participation in the care of ward and clinic patients is provided under supervision. Close tutorial relationship with staff in lectures, conferences, and teaching rounds provides a rich learning experience. A program in clinical therapeutics is conducted jointly with the Department of Pharmacology and Therapeutics.

BCC 5120 NEUROLOGY CLERKSHIP
2 credits. Two weeks. Students participate on the inpatient and outpatient services of the neurology department at Shands Hospital, VA Medical Center and affiliated teaching services at regional centers. The student learns how to evaluate patients by assuming ongoing responsibility for their care while studying various physiologic, chemical and pathologic aspects of neural function.

BCC 5130 OBSTETRICAL AND GYNECOLOGICAL CLERKSHIP
8 credits. Eight weeks. Participation in obstetric and gynecologic management of women in Shands Hospital provides a learning experience with an appropriate degree of responsibility. The student focuses attention on the subject of biology and reproduction.

BCC 5140 PEDIATRIC CLERKSHIP
8 credits. Eight weeks. Students actively participate in inpatient and outpatient medical and surgical management of infants and children. Teaching occurs in the Pediatric Clinic, and Emergency Room at Shands Hospital, which serves as the major referral center for children in North and Central Florida. Focus is upon diagnosis, management and consequences of illness in children and among their families.

BCC 5150 PSYCHIATRIC CLERKSHIP
7 credits. Seven weeks. Observation and supervised treatment of psychiatric patients in Shands Hospital and VA Medical Center inpatient, outpatient, and consultation services. Weekly didactic seminars, experience, and instruction are given in the application of this material to the practice of medicine.

BCC 5160 SURGICAL CLERKSHIP I
8 credits. Eight weeks. Provides experience in the care of surgical patients in the ward and in the operating room. Instruction in surgical biology is provided by a series of daily seminars and lectures.

BCC 5170 COMMUNITY HEALTH CLERKSHIP
6 credits. Six weeks. A clinical rotation in which students participate in health care in various community settings. Experiences in urban and rural areas, or preceptorships with practicing physicians is individually arranged. Whenever possible, the student lives in the community so that the medical and health problems can be seen firsthand as they exist in different communities as well as the success and shortcomings of present day medical care systems.

FOURTH YEAR

Within the general framework of the fourth year, a student registers for 40 credit hours of which 28 hours are chosen from Elected Topics. In addition, advanced pharmacology and one month clerkships in medicine and surgery are required. The total curricular program must be approved by the College of Medicine prior to registration.

BMS 5465 ADVANCED PHARMACOLOGY
4 credits. Lectures and conferences. Fundamentals of drug action are studied with emphasis on cardiovascular, neurological,

and endocrine systems. Joint teaching in basic aspects of appropriate clinical areas (e.g. anesthesia, ophthalmology) are conducted.

BCC 5111 MEDICAL CLERKSHIP II
4 credits. 4 weeks. Increased level of patient care responsibility over third year. Students serve as the primary physician under resident and faculty supervision. Students are responsible for the performance of simpler diagnostic procedures. Self-education is stressed, but students are encouraged to attend major departmental conferences.

BCC 5161 SURGICAL CLERKSHIP II
4 credits. 4 weeks. Students further develop skill in pre-operative evaluation, surgery, and postoperative care and follow-up. Twice weekly patient-oriented seminars are provided by faculty. The student will be an active member of the surgical team.

GMS 5930 ELECTED TOPICS I
3-13 credits. Offered by all medical science and clinical departments of the college as an opportunity for concentrated work in a field of particular interest to the student. Individual response, preceptorship, or clinical clerkship in the college or in another medical center in this country or abroad may be elected.

GMS 5931 ELECTED TOPICS II
3-13 credits. Same as GMS 5930.

GMS 5932 SELECTED TOPICS I
8 credits. Same as 5930.

GMS 5933 SELECTED TOPICS II
8 credits. Same as GMS 5930.

GMS 5934 SELECTED TOPICS III
4 credits. Same as GMS 5930.

GMS 5935 ELECTED TOPICS III
3-13 credits. Same as GMS 5930.

GMS 5936 ELECTED TOPICS IV
3-13 credits. Same as GMS 5930.

GMS 5937 ELECTED TOPICS V
3-13 credits. Same as GMS 5930.

GMS 5938 ELECTED TOPICS VI
3-13 credits. Same as GMS 5930.

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GRADUATE COURSES IN THE MEDICAL SCIENCES

Programs leading to the Ph.D. and M.S. degrees in the medical sciences (with a major in anatomy and cell biology, biochemistry and molecular biology, immunology and medical microbiology, neuroscience, pathology, pharmacology and therapeutics, or physiology) are offered by the College of Medicine. In addition, the M.S. and Ph.D. degrees in biochemistry are offered by the Department of Biochemistry and Molecular Biology. Training in these scientific disciplines is planned to give experience in research and teaching, rather than in clinical practice for which the M.D. degree program is designed.

Although no graduate major may be completed without adequate course work at the 6000 level or higher, the 5000 level courses listed for each individual department also are available for graduate credit as part of the candidate's major.

The following general courses are offered by each participating department. Most of these courses, as well as others listed below, are also available to qualified graduate students from other divisions of the university.

GMS 6905 RESEARCH IN MEDICAL SCIENCES
1 to 10 credits. May be repeated for credit. Supervised research other than that toward fulfillment of the thesis or dissertation research in Departments of Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 6910 INTRODUCTION TO SUPERVISED RESEARCH
1 to 5 credits. Credit not applicable toward degrees. May be repeated up to a total of 5 credits.

GMS 6940 INTRODUCTION TO SUPERVISED TEACHING
1 to 5 credits. Credit not applicable toward degrees. May be repeated up to a total of 5 credits.

GMS 6971 MASTER'S RESEARCH
1 to 15 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 7979 ADVANCED RESEARCH
1 to 9 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

GMS 7980 DOCTORAL RESEARCH
1 to 15 credits. Anatomy and Cell Biology, Biochemistry and Molecular Biology, Immunology and Medical Microbiology, Neuroscience, Pathology, Pharmacology and Therapeutics, and Physiology.

ANATOMY AND CELL BIOLOGY

The department offers programs leading to the Ph.D. in medical sciences. The two graduate training specializations within the department are cell and developmental biology, and general anatomy.

The general anatomy concentration emphasizes the full range of traditional anatomy offerings while cell and developmental biology concentrates on the subject matter of that field and gives the student the option to deemphasize other areas of training. Both programs prepare the student for the Doctor of Philosophy degree in medical sciences. Research interests in the department include several different areas of cell biology, developmental biology, reproductive biology and vertebrate morphology.

Applicants should have a strong background in biology, chemistry, or physics and have taken undergraduate courses in organic chemistry, calculus, physics, cell biology, and biochemistry. Deficiencies may be made up during the first year of graduate study.

BMS 5100C GROSS ANATOMY
6 credits. The basic structure and mechanics of the human body are taught primarily in the laboratory but supplemented with lectures, conferences, and demonstrations, as needed.

BMS 5101 CELL BIOLOGY
1 credit. An introduction to current concepts about the molecular organization of cells, with selected examples of how cell function is disrupted by disorders at the molecular level.

BMS 5110C MICROSCOPIC ANATOMY
4 credits. The microscopic structure of the cells, tissues and organs of the human body is taught. Correlation of structure to function is emphasized. Each student is issued a loan collection of prepared slides. Recent advances in knowledge of cellular structure, acquired by the use of both the scanning and transmission electron microscopes, are included.

BMS 5121 HUMAN SYSTEMS DEVELOPMENT
2 credits. Lectures cover normal human development, organogenesis and tissue morphogenesis. Some abnormal development will be included.

BMS 5168C APPLIED GROSS ANATOMY
4 credits. A continuation in depth of BMS 5100 with emphasis on applied and correlative aspects.

BMS 5180 CELL AND TISSUE BIOLOGY
4 credits. Prerequisite: Cell biology or approval of staff. Fundamental mechanisms of cell functions, specializations, and interactions that account for the organization and activities of basic tissues.

BMS 5181 CELL DIFFERENTIATION, MORPHOGENESIS AND ONCOGENESIS
4 credits. Prerequisite: Comprehensive courses in developmental biology (or embryology), cell biology and biochemistry. Corequisite: molecular biology or consent of instructor. Course examines evidence for current models of cell differentiation, proliferation, shape change and motility, especially as the models relate to morphogenesis, pattern formation and oncogenesis. Format will consist of lectures prepared by instructors and students, followed by discussion. Readings will derive from original research literature. Taught in spring semester of odd-numbered years.

BMS 6105 ADVANCED GROSS ANATOMY
2 to 4 credits; maximum 6. Prerequisite: Permission of instructor. Regional and specialized anatomy of the human body taught by laboratory dissection, conferences and demonstrations.

BMS 6150 CELL BIOLOGY AND ANATOMY SEMINAR
1 to 2 credits; no maximum. Faculty-student discussions of research papers and topics.

BMS 6166C ADVANCED MICROSCOPIC ANATOMY
2 to 4 credits; maximum 6. Prerequisites: BMS 5180 (Cell and Tissue Biology) or equivalent course; approval of staff. The microscopic anatomy of mammalian (mainly human) cells, tissues, and organs is studied in detail. Structure-function

relationships and experimental approaches are stressed. Opportunity for work in histology laboratory if desired by student. Taught in spring semester of even-numbered years.

GMS 6611 RESEARCH METHODS IN CELL BIOLOGY AND ANATOMY
1 to 4 credits; maximum 10. Research under supervision of faculty members.

BMS 6176 SPECIAL TOPICS IN CELL BIOLOGY AND ANATOMY
1 to 4 credits; maximum 10. Readings in recent research literature of anatomy and/or allied disciplines including cell developmental and reproductive biology.

BMS 6182C TECHNIQUES IN ELECTRON MICROSCOPY
2 to 4 credits. Prerequisites: Courses and/or experience in microscopic anatomy and cell biology. Theory and practice of electron microscopic techniques including tissue preparation, sectioning, use of the electron microscope, and photography.

BMS 6183C HISTOCHEMICAL AND CYTOCHEMICAL TECHNIQUES
2 credits. Prerequisite: Microscopic anatomy and staff approval. The theory and use of histochemical and cytochemical techniques will be presented with lecture and laboratory exercises.

BMS 6185 FERTILIZATION AND GAMETOGENESIS
3 credits. Prerequisites: BCH 4313 and 4203 or equivalent; a general course in developmental biology or embryology. Supervised study of publications in specific areas of reproductive biology, including oogenesis, spermatogenesis and fertilization. Weekly conferences, reports, lectures.

BMS 6905 INDIVIDUAL STUDY
1 to 3 credits; maximum 8. Supervised study in areas not covered by other graduate courses.

GMS 6971 RESEARCH FOR MASTER'S THESIS
1 to 15 credits. S/U.

GMS 7979 ADVANCED RESEARCH
1 to 9 credits. Research for doctoral students before admissions to candidacy. Designed for students with a master's degree in the field of study or for students who have been accepted for a doctoral program. Not open to students who have been admitted to candidacy. S/U.

GMS 7980 RESEARCH FOR DOCTORAL DISSERTATION
1 to 15 credits. S/U.

BIOCHEMISTRY AND MOLECULAR BIOLOGY

The Department of Biochemistry and Molecular Biology offers the Doctor of Philosophy degree in biochemistry with specialization in physical biochemistry, molecular biology and medical biochemistry. The department, as one of the basic medical sciences, also offers these subjects as part of the program leading to the M.S. and Ph.D. in medical sciences.

Specific areas of study include structure and function of cellular and nuclear membranes in mammalian cells; transport of molecules into the cell; regulation of cell division and gene expression; assembly and regulation of the cytoskeleton; biochemistry of differentiation; biochemical genetics; molecular biology of nucleic acids; replication and repair in bacterial and eukaryotic cells; biosynthesis and structure of nucleic acids, proteins, polysaccharides, lipids, lipoproteins, isoprenoid metabolism; physical biochemistry of nucleic acids and proteins; mechanism of enzyme action and molecular evolution.

New graduate students should have adequate training in general, organic, quantitative, and physical chemistry as well as in physics, biology and calculus. Minor deficiencies may be made up immediately after entering Graduate School.

Doctoral candidates are required to take a core of biochemistry courses which include BCH 6065, 6156, 6206, 6415, 6876, and 6936. Depending upon interests and background of the student, additional courses are recommended from the following list: BCH 6296, 6746, 7077 and 7257. The curriculum for doctoral candidates may also include advanced chemistry, physiology, microbiology and genetic courses.

BCH 6065 ADVANCED PHYSICAL BIOCHEMISTRY
3 credits. Prerequisites: General biochemistry and calculus or consent of instructor. Corequisite: Physical chemistry. Physical chemistry of biological molecules and the techniques for their study. Constitutes one of the three core biochemistry courses.

BCH 6156C RESEARCH METHODS IN BIOCHEMISTRY
1-4 credits. Corequisites: BCH 6065, 6206, 6415. Only by special arrangement. Biochemical research in which the student refines his research techniques in physical biochemistry, intermediary metabolism, molecular biology, and cell biology under supervision of a staff member. May be repeated for a maximum of 8 credits.

BCH 6206 ADVANCED METABOLISM
3 credits. Prerequisites: General biochemistry or consent of instructor. The reactions of intermediary metabolism with emphasis upon their integration, mechanism, and control. Constitutes one of the three core biochemistry courses.

BCH 6296 ADVANCED TOPICS IN METABOLIC CONTROL
1 credit. Prerequisites: BCH 6065, 6206, 6415, or consent of instructor. Study of the thermodynamic, allosteric, endocrinologic, and genetic control of metabolic reactions.

BCH 6415 ADVANCED MOLECULAR AND CELL BIOLOGY
3 credits. Prerequisite: General biochemistry or consent of instructor. An advanced course combining the molecular biology of pro- and eukaryotes with cell biology. Topics will include DNA replication, chromosome organization; RNA and protein synthesis; as well as the biochemistry of cell organelles. Constitutes one of the three core biochemistry courses.

BCH 6746 ADVANCED TOPICS IN PHYSICAL BIOCHEMISTRY
1 credit. Prerequisites: BCH 6065, 6206, 6415, or consent of instructor. Study of the physical chemistry of proteins, nucleic acids, lipids, enzymes, as well as their modes of interaction.

BCH 6876 RECENT ADVANCES IN BIOCHEMISTRY
1 credit. Prerequisite: BCH 6065 or equivalent. Areas of biochemistry and molecular biology, selected by the faculty, discussed critically and in depth. Emphasis on current controversy and theory, data interpretations, and scientific writing. Classes held informally in small groups during each semester, involving all biochemistry faculty on a rotating basis. S/U.

BCH 6910 SUPERVISED RESEARCH
1-5 credits; maximum 12. Prerequisite: Consent of instructor. Nonthesis, individually supervised research. May be repeated for a maximum of 12 credits. S/U.

BCH 6936 BIOCHEMISTRY SEMINAR
1 credit. Required of graduate students in biochemistry; open to others by special arrangement. Research reports and discussions of current research literature given by the departmental staff, invited speakers, and graduate students.

BCH 6940 SUPERVISED TEACHING
1-5 credits; maximum 12. Prerequisite: Consent of instructor. Teaching and conducting of discussions under direct supervision. May be repeated for a maximum of 12 credits. S/U.

BCH 6971 RESEARCH FOR MASTER'S THESIS
1 to 15 credits.

BCH 7077 ADVANCED TOPICS IN MOLECULAR BIOLOGY
1 credit. Prerequisites: BCH 6065, 6206, 6415, or consent of instructor. The biochemical basis of molecular biology and genetics with emphasis on the mode of control surrounding the replication and expression of the pro- and eukaryotic genome.

BCH 7257 ADVANCED TOPICS IN CELL BIOLOGY
1 credit. Prerequisite: BCH 6415 or equivalent. Biochemistry of selected cell organelles with emphasis on compartmentation and integrated cellular function.

BCH 7515 ENZYME KINETICS AND MECHANISMS
2 credits. Prerequisite: Advanced general course in biochemistry such as BCH 6065, 6206 or consent of instructor. The study of enzyme reaction mechanisms using kinetics, spectroscopy, protein crystallography and new emerging techniques. Alternates with BMS 6203 spring semester.

BCH 7627 BIOCHEMISTRY OF DISEASE
2 credits. Prerequisite: General courses in biochemistry. The molecular basis of human pathobiology. Biochemical mechanisms underlying selected disease states.

BCH 7979 ADVANCED RESEARCH
1 to 9 credits. S/U.

BCH 7980 RESEARCH FOR DOCTORAL DISSERTATION
1 to 15 credits. S/U.

BMS 6203 CELL MEMBRANES: MOLECULAR BIOLOGY AND FUNCTION
2 credits. Prerequisite: BCH 4203, BCH 4313 and MCB 3020 or equivalents and consent of instructor. Composition, molecular organization, and assembly of biological membranes in both eucaryotes and procaryotes. Alternates with BCH 7515, spring semester.

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

The department offers a program leading to the Ph.D. and M.S. degrees in medical sciences with specialization in immunology and medical microbiology, including the fields of molecular biology, parasitology, virology and bacterial pathogenesis. Through individual planning of course work, research and teaching, the graduate student is offered an educational atmosphere in which to develop skills and gain intellectual independence and initiative.

The undergraduate preparation for graduate study in immunology and medical microbiology should be wide in scope and should include general biology, physics, chemistry (2 to 3 years including organic) with statistics, calculus, physical chemistry, genetics, and bacteriology recommended. A bachelor's degree in bacteriology or microbiology is not required. In Graduate School, the student will first obtain a general background in microbiology as preparation for research and teaching. The remaining course work should be arranged according to the student's interests and competence. Specialization in the following areas is offered: virology, immunology, immunochemistry, cellular immunology, infectious diseases, molecular genetics and parasitology.

BMS 6310 INFECTIOUS DISEASES
3 credits. Pathogenesis of selected bacterial, viral, fungal and parasitic diseases, emphasizing the clinical and pathological aspects of human infections.

BMS 6314 PRINCIPLES OF IMMUNOLOGY
3 to 5 credits. Biological and biochemical aspects of host resistance and immunity, with special emphasis on the chemical and physiochemical properties of the proteins and immune reactions.

BMS 6321 SPECIAL TOPICS IN MICROBIOLOGY
1 to 6 credits; maximum 18. Contemporary research in a particular aspect of general microbiology. May be repeated with change of content for a maximum of 18 credits.

BMS 6330 VIROLOGY
3 credits. Natural history of viruses and mechanisms of viral replication.

BMS 6352 MOLECULAR GENETICS
2 to 5 credits. Modern molecular biology with emphasis on experimental methods and interpretation.

BMS 6930 SEMINAR
1 credit. Attendance is required of all graduate majors at one research presentation and one graduate report each week as scheduled. May be repeated with change of content. S/U.

BMS 7931 RESEARCH CONFERENCE
1 credit. Critical discussion and appraisal of research programs of the faculty and students of the department. May be repeated with change of content. S/U.

BMS 7932 JOURNAL COLLOQUY
1 credit. Critical presentations and discussion of recent original articles in the microbiological literature. May be repeated with change of content. S/U.

NEUROSCIENCE

The department offers programs leading to the Ph.D. degree in medical sciences with specialization in the basic neural and neurobehavioral sciences. While there are no fixed entrance prerequisites, prospective students should obtain a reasonable undergraduate background in biochemistry, physiology, statistics and behavioral science. Students admitted with deficiencies in these areas will be required to obtain remedial training. All students will receive core training in neuroanatomy, neurophysiology, neurobehavioral science, neurochemistry, neuroendocrinology, neurohistology, and neuropharmacology. The remainder of the program will consist of laboratory research and advanced courses and seminars from this and other departments.

BMS 6510 NEUROPHYSIOLOGY
4 credits. Cellular and membrane bases of electrical potentials, energy transduction and information transfer in neurons, glia and special sense organs.

BMS 6512 A SURVEY OF SENSORY SYSTEMS
4 credits. Prerequisite PCB 4745C or BMS 6510 or APB 3203 or GMS 7760. A group of specialists provide a survey of theories and experimental data on human and subhuman sensory reception and encoding. Auditory, visual, cutaneous and chemical senses are included.

BMS 6514 SEMINAR IN SENSORY PROCESSES
1 credit. Topics of current interest in various areas of the sensory specialties are discussed within the seminar framework. S/U.

BMS 7142C MEDICAL NEUROSCIENCE
4 credits. A comprehensive overview of human neuroanatomy from the subcellular to the gross tissue level. Lectures will also cover neurochemistry, neuropharmacology, neurophysiology, neuroendocrinology and neurobehavioral biology. Clinical correlations and applications.

BMS 7143C CENTRAL AUDITORY FUNCTION AND DYSFUNCTION
3 to 5 credits. Prerequisite: BMS 7142 or consent of instructor. Overview of normal brainstem and cortical function provides background for discussion of physiological, audiometric, and neurophysiological studies of central auditory impairments.

BMS 7165C RECENT ADVANCES IN NEUROSCIENCE
1 to 2 credits; maximum 16. Prerequisite: Consent of instructor. Seminar and group discussions of recent advances in one or more areas of neuroscience. These areas include neuroanatomy, neurophysiology, neurochemistry, neuropharmacology, neuroendocrinology and neurobehavioral biology. May be repeated up to a maximum of 16 credits.

GMS 6701 COMPARATIVE NEUROANATOMY AND NEUROPHYSIOLOGY
1 to 3 credits. Prerequisite: BMS 7142C or equivalent. The phylogenetic development of the central nervous system of vertebrate animals considered from the behavioral, anatomical and electro-physiological points of view. S/U.

GMS 6703 PAIN AND SOMESTHESIS
3 credits. Current research on central nervous system coding and information transfer, using somesthesis as a model with particular emphasis on pain.

GMS 6732 NEUROENDOCRINOLOGY
2 to 4 credits. Prerequisite: Permission of instructor. Neural regulations of endocrine systems in vertebrate animals. Correlative study of neuroanatomical, neurophysiological and neurochemical aspects of endocrine control.

GMS 6735 NEUROPHARMACOLOGY
3 credits. Prerequisite: Background in biochemistry and basic neuroscience or consent of instructor. The identification, synthesis, metabolism, and pharmacology of neurotransmitters and their receptors, to include biogenic amines, neuropeptides, and other nervous system transmitters.

GMS 7720 SPINAL CORD CIRCUITRIES AND MOTOR FUNCTION
3 credits. Discussion to focus on the segmental and suprasegmental regulation of motor activity in the normal spinal cord, how these mechanisms are affected by spinal cord trauma, and the hypothetical framework for seeking ways to restore or improve motor function in the injured spinal cord. Emphasis to be given from a combined anatomical and physiological perspective to topics such as: muscle spindle system, spasticity, midbrain and spinal pattern generators, recovery of locomotion in lower vertebrates, neuroplasticity, cell biology of axonal regeneration and neural tissue transplantation.

GMS 7730 FUNCTIONAL NEUROCHEMISTRY
1-3 credits; maximum 6. Prerequisite: BMS 4021, GMS 7731, 7733 or consent of instructor. A seminar course devoted to detailed analysis of selection topics of current interest in the relations of neurochemical processes to nervous system function.

GMS 7731 MOLECULAR NEUROBIOLOGY
4 credits. Prerequisite: Biochemistry. A general introduction and overview of modern neurochemistry, including a brief introduction of neuroendocrinology and neuropharmacology. Neural cells biology and metabolism will be discussed with a particular emphasis on the relationships of molecular mechanisms to neural function.

GMS 7733 CELLULAR AND MOLECULAR NEUROBIOLOGY
4 credits. Cellular and subcellular structure of nervous tissue. Development of the nervous system and factors involved in its differentiation. Nervous system biochemistry including metabolism and function of neurotransmitters. Axoplasmic transport. Degeneration and regeneration and trophic functions of nervous tissue.

GMS 7740 NEUROSCIENCE SEMINAR
1 credit; maximum 12. Prerequisite: Permission of instructor. Reading and discussion of current topics in neuroscience. May be repeated with change of content up to a maximum of 12 credits. S/U.

GMS 7741 SPECIAL TOPICS IN NEUROSCIENCE
1 to 4 credits; maximum 12. Prerequisite: Permission of instructor. Intensive reading and lectures in specialized fields of neuroscience and allied disciplines. May be repeated with change of content up to a maximum of 12 credits.

GMS 7742 RESEARCH METHODS IN NEUROSCIENCE
1 to 7 credits; maximum 12. Prerequisite: Permission of instructor. Research techniques in neurohistory, neurophysiology, neuroendocrinology, neurochemistry, neuropharmacology, neurobehavioral science, experimental neurology, neuroscience instrumentation or electron microscopy under supervision of a staff member. May be repeated with change of content up to a maximum of 12 credits.

GMS 7743 DEVELOPMENTAL NEUROBIOLOGY
3 credits. Seminar on the neuroanatomical and functional development of the nervous system. Includes discussion of mechanisms of embryonic neurogenesis, behavioral embryology, and current research in neuroembryology.

GMS 7750 COMPARATIVE NEUROANATOMY
2 to 3 credits. Lecture and laboratory course concerning general principles of vertebrate neuroanatomy and brain and spinal cord organization. Mammalian neuroanatomy stressed.

GMS 7760 SENSORY SYSTEMS NEUROBIOLOGY
4 to 6 credits. Lecture course concerned with the neurobiology of vision, somesthesis and audition.

PATHOLOGY AND LABORATORY MEDICINE

The Department of Pathology and Laboratory Medicine, College of Medicine, in association with the Department of Comparative and Experimental Pathology, College of Veterinary Medicine, offers a program leading to the Doctor of Philosophy degree in medical sciences, specializing in experimental pathology and immunology. Students can elect to carry out their dissertation research in either the Department of Pathology and Laboratory Medicine or the Department of Comparative and Experimental Pathology under the direction of a faculty member with a graduate faculty appointment. Areas of research within this program include cellular and molecular immunology, immunogenetics, immunochemistry, immunopathology, immunology of infectious diseases, tumor biology and virology, membrane biochemistry, molecular biology and comparative and nutritional pathology.

The Department of Pathology and Laboratory Medicine also offers a program leading to the Master of Science degree in medical sciences, specializing in clinical chemistry. The program in experimental pathology and immunology emphasizes basic research while programs in clinical chemistry emphasizes laboratory training for management and supervision of clinical laboratories. Careers in pathology offer a diversity of opportunities: service in diagnostic laboratories, basic research in immunology, pathology or genetic engineering, and teaching.

Graduate students entering the experimental pathology and immunology program should have adequate undergraduate training in chemistry, biology, physics and mathematics, with special emphasis on physiological, developmental and cellular biology. Flexibility in the graduate pro-

gram of the departments of Pathology and Laboratory Medicine and Comparative and Experimental Pathology permits the student's course curriculum to be arranged according to his/her specific interests and needs. A blending of basic research with clinical application provides a unique educational atmosphere for the student to gain intellectual independence while developing basic as well as applied research skills.

Program in Experimental Pathology and Immunology

BMS 6203 CELL MEMBRANES: MOLECULAR BIOLOGY AND FUNCTION
2 credits. Prerequisite: BCH 4203, 4313, and MCB 3020 or equivalents and consent of instructor. Composition, molecular organization, and assembly of biological membranes in both eukaryotes and prokaryotes. Alternates with BCH 7515 spring semester.

BMS 6314 PRINCIPLES OF IMMUNOLOGY
3 to 5 credits. Biological and biochemical aspects of host resistance and immunity; the chemical and physiochemical properties of the proteins of immune reactions.

BMS 6601 SPECIAL SUBJECTS IN SYSTEMIC PATHOLOGY
1 to 3 credits. Prerequisite: Staff approval. Pathological processes affecting specific organs and organ systems.

BMS 6603 MECHANISMS OF DISEASE
4 credits. Prerequisite: Biochemistry and histology. A general pathology course for graduate students interested in pathological processes affecting specific organ systems and tissues. Pathologic aspects of immunological phenomena, spontaneous disease and host mechanisms in response to injury or microbial and viral diseases.

BMS 6607 PATHOBIOLOGY OF BONE AND JOINT DISEASE
3 credits. Prerequisite: Staff approval. Disease mechanism and structural functional alterations of the skeletal system.

BMS 6620 SEMINARS IN PATHOLOGY
1 credit. Required of graduate students in pathology; open to others by permission of the department. Current research literature and research reports by graduate students, pathology staff, and invited students.

BMS 6621 SPECIAL TOPICS IN PATHOLOGY
1 to 4 credits; maximum of 12. Prerequisite: Staff approval. Conferences and supervised laboratory work. Topics selected to meet each student's needs.

BMS 6622 SPECIAL TOPICS IN IMMUNOLOGY
3 to 6 credits. Prerequisite: BMS 6314. In-depth critical analysis and discussion of contemporary topics in immunology to obtain a comprehensive understanding of the development of current immunological concepts. Evaluation of the most recently published research literature. Seminars and discussions with invited speakers.

BMS 6630 TUMOR BIOLOGY
3 credits. Pathobiology, biochemistry, and molecular biology of neoplasia; viral and chemical carcinogenesis; immunology and therapy of cancer in man and animals.

BMS 6631 EXPERIMENTAL TUMOR BIOLOGY
2 credits. Prerequisite: BMS 6630 or consent of instructor. Development of laboratory skills and techniques used in study of various phenomena in tumor biology. Students will work in direct association with members of the BMS 6630 teaching faculty.

BMS 6632 ADVANCED TOPICS IN CANCER RESEARCH
3 credits. Prerequisites: BMS 6630, BMS 6314. Analysis and discussion of contemporary topics in tumor biology to obtain a comprehensive understanding of the development of current concepts. Evaluation of the most recently published research literature.

BMS 6641 IMMUNOPATHOLOGY
2 credits. Abnormalities and diseases having immunological bases are studied.

BMS 6642L EXPERIMENTAL IMMUNOLOGY
2 credits. Prerequisite: Consent of instructor. Corequisite: BMS 6314. Project oriented. Laboratory skills and techniques in immunobiology developed. Each student works in close association with a faculty member.

BMS 6645 PATHOBIOLOGY OF CELLULAR MEMBRANES
2 credits. Prerequisite: BMS 6203. Discussion on structural and functional changes of membranes involved in disease states.

BMS 6646 EXPERIMENTAL PATHOLOGY AND IMMUNOLOGY: A ROTATION
2 to 16 credits; maximum of 16. Prerequisite: BMS 6314, BMS 6603 and consent of instructor. Individual investigative projects in experimental pathology, immunology, membrane biochemistry, tumor biology, molecular genetics and engineering, hybridoma research, immunity of infectious diseases, and electron microscopy. Participation in all phases of experimental pathology and immunology. Laboratory training in methodology and data interpretation of basis research. Students specializing in experimental pathology and immunology must spend three semesters on this rotation.

BMS 6647 ADVANCED METHODS IN IMMUNOLOGY
2 credits. Prerequisite: Consent of instructor. Corequisite: BMS 6314. A laboratory course to gain practical experience with methods used in immunology research today. Cell separation and identification techniques, isolation and analysis of protein structure, electrophoretic and chromatographic isolation procedures, hybridoma production and monoclonal antibody screening procedures, and genetic engineering.

Program in Clinical Chemistry

BMS 6612 CLINICAL CHEMISTRY AND TOXICOLOGY
4 credits. Clinical techniques employed in the diagnosis of disease; methods in toxicology.

BMS 6613 CLINICAL CHEMISTRY AND TOXICOLOGY: A ROTATION
2 to 20 credits; maximum of 20. Prerequisite: BMS 6612. Participation in all phases of practical clinical chemistry and toxicology. Chemical methodology, clinical interpretation and significance of laboratory measurements used in diagnosing diseases. Individual investigative project in clinical chemistry and toxicology. Pathology graduate students specializing in clinical chemistry must spend three terms on this rotation.

BMS 6623 SEMINARS IN CLINICAL CHEMISTRY
1 credit. Prerequisite: Consent of instructor. Required of graduate students in clinical chemistry; open to others by permission of staff. Reports and discussions of current research and clinical literature presented by clinical chemistry staff, invited speakers and graduate students.

BMS 7670 MEDICAL INFORMATION SYSTEMS
2 credits. Systems analysis techniques, both theoretical and practical, applied to the medical database. Communications within health care delivery systems studied.

BMS 6617 CLINICAL IMMUNOLOGY: A ROTATION
2 to 12 credits; maximum of 12. Prerequisite: Consent of instructor. Corequisite: BMS 6314. Participation in all phases of practical clinical immunology. Laboratory training in methodology, clinical interpretation and significance of clinical immunological, immunopathological and histocompatibility testing. Application of concepts to clinical laboratory management. Individual investigative projects in clinical immunology and immunogenetics. Students specializing in clinical immunology must spend three semesters on this rotation.

BMS 6618 CLINICAL VIROLOGY: A ROTATION
2 to 12 credits; maximum of 12. Prerequisite: Consent of instructor. Participation in all phases of practical clinical virology. Laboratory training in methodology, clinical interpretation and significance of clinical virology, with emphasis on diagnostic procedures. Individual investigative projects in clinical virology. Students specializing in clinical virology must spend three consecutive semesters on this rotation.

PHARMACOLOGY AND THERAPEUTICS

The Department of Pharmacology and Therapeutics offers a program leading to the degree of Doctor of Philosophy in the medical sciences with specialization in pharmacology.

The general research focus of the department is mechanistic, at the cellular and molecular levels. Specific areas of research include receptor and membrane pharmacology; autos mechanistic, at the cellular and molecular levels. Specific areas of research include receptor and membrane pharmacology; autonomic, renal, developmental, endocrine, gastrointestinal and neuropharmacology; teratology; fluid secretion and carbonic anhydrase inhibition; cancer chemotherapy and carcinogenesis; physical chemistry and enzymes; opioid peptides; drug metabolism; and environmental and marine toxicology.

Applicants should present undergraduate course credits in chemistry, elementary physics and biology, and mathematics through calculus. Otherwise, well-qualified students with certain deficiencies in preparation will be allowed to make these up during the first year of graduate study. In addition to elementary and advanced study in pharmacology, candidates will pursue courses in biochemistry, physiology, and other medical sciences as determined by consultation with their advisory committees.

BMS 5465 ADVANCED MEDICAL PHARMACOLOGY
4 credits.

BMS 6400 INTRODUCTION TO PHARMACOLOGY
5 credits. Prerequisite: Elementary courses in biochemistry and physiology. Overview of the entire field of pharmacology as the study of the interactions between living systems and foreign chemicals. Intended to prepare majors for advanced courses or to familiarize nonmajors with the area.

BMS 6402 AUTONOMIC AND CELLULAR PHARMACOLOGY
2 credits. Prerequisite: BMS 6400. A biochemical approach to the actions of drugs on the autonomic nervous system, receptor coupling mechanisms, modulation of neurotransmitter release, and immune system of pharmacology.

BMS 6403 RENAL AND ENDOCRINE PHARMACOLOGY
2 credits. Prerequisite: BMS 6400. Pharmacology and toxicology of hormones and renal drugs.

BMS 6420 SEMINAR IN PHARMACOLOGY
1 credit. Prerequisite: BMS 6400. Research reports and discussions of current research literature by graduate students, faculty, and invited lecturers.

BMS 6463 MOLECULAR PHARMACOLOGY
3 credits. Prerequisites: BMS 6400, CHM 3401. A biochemical approach to the actions of drugs, stressing analysis of drug-receptor interactions, structure-activity relationships, kinetics of distribution of drugs, and metabolism of foreign compounds.

BMS 7421 RESEARCH METHODS IN PHARMACOLOGY
1 to 3 credits; maximum 6. Readings, discussions, and practical experience with modern methods used in pharmacology. Chemical and biological methods.

BMS 7423 TOPICS IN PHARMACOLOGY AND TOXICOLOGY
1 to 3 credits; maximum 12. Seminars, informal conferences, or laboratory work on selected topics in pharmacology and toxicology.

GMS 6735 NEUROPHARMACOLOGY
3 credits. Prerequisites: Background in biochemistry and basic neuroscience or consent of instructor. The identification, synthesis, metabolism, and pharmacology of neurotransmitters and their receptors, to include biogenic amines, neuropeptides, and other nervous system transmitters.

PHYSIOLOGY

The Department of Physiology offers a program leading to the Doctor of Philosophy degree in the medical sciences with specialization in physiology.

Areas of specialization within the Department of Physiology include cellular physiology, sensory physiology, general endocrinology, neuroendocrinology, neurophysiology, respiration, circulation physiology of muscle, cardiac electrophysiology, epithelial transport, and neonatal physiology.

Undergraduate majors appropriate as foundations for the study of physiology are biology, chemistry, engineering mathematics or physics. The following courses are especially useful as a background for the study of physiology: general biology, vertebrate biology, general chemistry, analytical chemistry, organic chemistry, physical chemistry, general physics, calculus, and statistics. Students may find it necessary to remedy deficiencies in their background by taking undergraduate courses after admission to Graduate School.

BMS 5511 VISION
3 credits. Prerequisite: Consent of instructor. Introduction to methodology, anatomy, and function of vision.

BMS 5520C PRINCIPLES OF PHYSIOLOGY
6 credits. Prerequisites: APB 3203 or equivalent. Physiology of mammalian organ systems, with special reference to the human.

BMS 5520L LABORATORY IN PHYSIOLOGY
2 credits. Corequisite: BMS 5520C. Laboratory course designed to illustrate the principles of physiology. Students perform exercises coordinated with course topics under discussion in BMS 5520C.

BMS 5539 ADVANCED ENDOCRINOLOGY
2 credits. Prerequisites: BMS 5520C or equivalent; consent of instructor. Readings, discussion and lectures on recent advances in endocrinology. This course will be offered every even year and alternates with Physiology BMS 6502.

BMS 6501 PATHOPHYSIOLOGY
3 credits. Introduction into basic mechanisms of disease states with emphasis on the cardiovascular, respiratory, renal and gastrointestinal systems.

BMS 6502 CELL PHYSIOLOGY
3 credits. Prerequisite: Physiology BMS 5520C; consent of instructor. Designed for graduate students in physiology to give them an introduction to cellular physiology of the eukaryotic cell. This course was offered in the fall of 1985 and will be offered every odd year thereafter.

BMS 6512 SURVEY OF SENSORY SYSTEMS
3 credits. Prerequisite: BMS 6510. Theories and data on human sensory reception and encoding. Audition, vision, and the chemical and cutaneous senses.

BMS 6516 CATECHOLAMINES IN PHYSIOLOGICAL CONTROL
2 credits. Prerequisite: BMS 5520C or equivalent, and consent of instructor. Lectures in all aspects of catecholamine physiology and pharmacology.

BMS 6535 SEMINAR IN PHYSIOLOGY
1 credit. S/U.

BMS 6536 RECENT ADVANCES IN PHYSIOLOGY
2 credits; maximum 10. Content varies from year to year but covers recent advances in physiology.

BMS 6537 SEMINAR ON VISION
3 credits. Current research and theory in visual function. Literature survey and design of an experiment relevant to recent theory.

BMS 6538 HISTORY OF PHYSIOLOGY
2 credits. Prerequisite: Consent of instructor. The development of physiological knowledge and concepts. Readings, lectures, and discussion.

BMS 6560C RESEARCH METHODS IN PHYSIOLOGY
2 to 4 credits; maximum 6. Special needs of each student are met by conferences and laboratory work.

BMS 6569C MARINE PHYSIOLOGY
2 credits. Prerequisite: Physiology BMS 5520C; consent of instructor. Intended for graduate students in physiology. Will be taught at Whitney Marine Laboratory.

BMS 6573 PHYSIOLOGY OF RESPIRATION
2 credits. Gas exchange in lungs and tissues. Ventilatory mechanics. Fluid mechanics of gas flow in airways. Comparative physiology and respiratory mechanisms.

BMS 6574 PHYSIOLOGY OF THE CIRCULATION OF BLOOD
2 credits. Physiology of the component parts of the circulation, relation of structure and function, emphasis on control mechanisms.

BMS 6575 RENAL PHYSIOLOGY
2 credits. Seminars on the comparative physiology aspects of renal structure and function.

BMS 6576 BODY TEMPERATURE REGULATION
2 credits. Neural and endocrine aspects of temperature regulation, hypo- and hyperthermia, adaptation to cold and heat, hibernation.

BMS 6577 NEONATAL PHYSIOLOGY
2 credits. Physiological regulation in newborn mammals.

BMS 6578 PHYSIOLOGY OF THE MAMMALIAN THYROID GLAND
2 credits. Production, secretion, control, and function of thyroid hormones; interaction with other hormones.

BMS 6579 GASTROINTESTINAL PHYSIOLOGY
2 credits. Physiology of the vertebrate salivary glands, stomach, small and large intestine, pancreas, liver, and the muscular movements of the gastrointestinal system.

BMS 6933 SENSORY SCIENCE SEMINAR
1 credit. Results of current investigations in sense organ function will be covered. S/U.

BMS 7467 PHYSIOLOGY AND PHARMACOLOGY OF EXCITABLE MEMBRANES
2 credits. Membrane ionic permeability changes underlying action and synaptic potential generation described in detail.

BMS 7570 BASIC CARDIAC ELECTROPHYSIOLOGY
2 credits. Study of the normal electrophysiology and ionic mechanisms involved in various regions of the heart.

BMS 7572 ELECTROPHYSIOLOGICAL BASIS OF CARDIAC DYSRHYTHMIAS
2 credits. Study of normal cardiac cellular electrophysiology and changes which result in cardiac dysrhythmias. New techniques in diagnosis and management.

UNDERGRADUATE COURSES

These courses are offered by the College of Medicine for students majoring in other colleges.

Individual interdisciplinary programs leading to an Interdisciplinary Studies major may be designed and initiated, with review and approval by the IDS Committee of the College of Liberal Arts and Sciences, by a student whose academic goals are not met by an existing departmental undergraduate major.

The Department of Biochemistry and Molecular Biology, the Department of Neuroscience and the Junior Honors Medical Program offer IDS majors in conjunction with the College of Liberal Arts and Sciences' undergraduate degree granting program.

APB 3203 BASIC ANATOMY AND PHYSIOLOGY
3 credits. Prerequisite: ZOO 2013C. Open to students in the colleges of Nursing and Health Related Professions and to others by permission of instructor. The structure and physiological function of selected human systems.

BMS 4021 INTRODUCTION TO NEUROCHEMISTRY
3 credits. Prerequisite: Biochemistry. Discussion of current topics in neurochemistry. To include the metabolism of carbohydrates, lipids, amino acids, proteins and nucleic acids, the metabolism and function of neurotransmitters and axoplasmic flow.

BCH 4024 INTRODUCTION TO BIOCHEMISTRY AND MOLECULAR BIOLOGY
4 credits. Prerequisite: Organic chemistry. An introduction to physical biochemistry, intermediary metabolism and molecular biology. Topics include a survey of structure, chemistry and function of proteins and nucleic acids, enzyme kinetics and mechanisms and catalysis; a survey of the pathways of carbohydrate, lipid and nitrogen metabolism and their metabolic control; regulation of gene expression at the level of DNA, RNA and protein synthesis. This course is offered fall and spring semesters.

BMS 4401 PHARMACOLOGY
2 credits. This course is designed to introduce the subject to interested students in a research and topically oriented manner and will be of particular value to students considering research-oriented careers in the biological or medical sciences.

BCH 4413 MOLECULAR AND CELL BIOLOGY
4 credits. Prerequisite: Consent of instructor. Corequisite: A course in biology at 3000 level or above. The course provides in-depth treatment of molecular and cell biology and is recommended for outstanding undergraduate students particularly, but not exclusively, those interested in the individual Interdisciplinary Studies Program and/or graduate work. This course is not considered appropriate for pre-professional students. Topics will include DNA replication; RNA synthesis, processing and regulation; protein synthesis; control of gene expression; and the biochemistry of cell organelles.

BCH 4905 BIOCHEMISTRY SENIOR RESEARCH
3 to 5 credits; maximum 15. Prerequisites: BCH 4313, CHM 3210-3211 or equivalent, or department approval. Enrollment limited to independent interdisciplinary majors. Laboratory investigations of contemporary biochemical problems. May be repeated with change of content up to a maximum of 15 credits. Senior thesis required.

BMS 4905 MEDICAL SCIENCES SENIOR RESEARCH
3 to 5 credits. Prerequisite: Department approval. Corequisite: BCH 4313. Laboratory or literature investigations of problems of current interest in the medical sciences. May be repeated.

Enrollment for the following courses restricted to students accepted in the Basic Biological and Medical Sciences Program:

BMS 4010 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Selected in-depth special topics in the preclinical basic sciences and their application to clinical problems.

BMS 4011 INTRODUCTION TO MEDICAL SCIENCES SEMINAR
3 credits. Continuation of BMS 4010.

BMS 4012 CELL BIOLOGY SEMINAR
4 credits. Cellular functions in health and disease. The structure and molecular biology of the mammalian cells are stressed including such things as virus-cell interactions, inborn errors of metabolism and bacterial growth. Identical to PCB 4930.

BMS 4013 INTRODUCTION TO MEDICAL SCIENCES SEMINAR III
3 credits. Continuation of BMS 4010.

INDEPENDENT INTERDISCIPLINARY MAJOR IN BIOCHEMISTRY AND MOLECULAR BIOLOGY

Students matriculating in the College of Liberal Arts and Sciences who desire an undergraduate emphasis in biochemistry and molecular biology, should consider the Independent Interdisciplinary Major Program. The program is designed for students who wish to pursue either graduate research in biochemistry and related medical sciences, or with a strong interest in academic medicine. An independent interdisciplinary major in biochemistry may be arranged through the Department of Biochemistry and Molecular Biology and submitted for approval by the Committee of Interdisciplinary Studies of the College of Liberal Arts and Sciences. Program applicants must have a strong background in chemistry and biology courses.

The advanced level course work required includes BCH 4024, two semesters of BCH 4905 Biochemistry Senior Research and submission of a senior thesis. The latter provides an opportunity for an exceptionally well-qualified student to participate with a particular faculty member on an individualized research program in the faculty member's research facility. Enrollment in BCH 4024 is a suggested prerequisite for submission of a proposed independent interdisciplinary major in biochemistry to the College of Liberal Arts and Sciences and for enrollment in BCH 4905. Electives include advanced undergraduate offerings of the departments of Botany, Chemistry, Computer Science, Microbiology and Cell Science, Neuroscience and Zoology.

Because of the individualized nature of the program, only a small number of students selected by the sponsoring faculty will be accepted annually. Application should be made during the sophomore year to enter the program during the junior year to the Department of Biochemistry and Molecular Biology or to the assistant dean for preprofessional education in the colleges of Medicine, Dentistry and Veterinary Medicine.

FACULTY

Effective as of January 1, 1989

ANATOMY & CELL BIOLOGY

* BENNETT, GUDRUN S., PH.D., (Rockefeller Univ.)
Affiliate Associate Professor
* DUNN, WILLIAM A., JR., Ph.D., (Pennsylvania State Univ.)
Assistant Professor
* FELDHERR, CARL M., Ph.D., (Univ. of Pennsylvania)
Professor
* HOLLINGER, THOMAS G., Ph.D., (Purdue University)
Associate Professor
* KALLENBACH, ERNST A., Ph.D., (McGill University)
Professor
* LARKIN, LYNN H., Ph.D., (Univ. of Colorado)
Professor
* LINSER, PAUL J., Ph.D., (Univ. of Cincinnati)
Associate Professor

LOFTON, JOSEPH E., M.D., (Univ. of Alabama)
Professor and
Assistant Dean for Preprofessional Education
* RAREY, KYLE E., Ph.D., (Indiana University)
Associate Professor
* ROMRELL, LYNN J., Ph.D., (Utah State University)
Associate Professor and Assistant Dean for Education
* ROSS, MICHAEL H., Ph.D., (New York University)
Professor and Chairman

SANDERS, WILLIE J., B.S., (Univ. of Florida)
Associate Professor
* SELMAN, KELLY, Ph.D., (Harvard University)
Associate Professor

SMALL, GILLIAN M., Ph.D., (Wolverhampton Polytechnic)
Visiting Assistant Professor
* WALLACE, ROBIN A., Ph.D., (Columbia University)
Professor
* WEST, CHRISTOPHER M., Ph.D., (Calif. Inst. of Tech.)
Associate Professor

ANESTHESIOLOGY

ANDERSEN, THORKILD W., M.D., (Univ. of Copenhagen)
Professor Emeritus

BENEKEN, JAN E. W., Ph.D., (State Univ., Utrecht, Holland)
Professor

BERGER, JERRY J., M.D., (Duke University)
Associate Professor

BERGMAN, STUART, M.D., (George Washington University)
Assistant Professor/JHEP

BERMAN, LAWRENCE S., M.D., (Jefferson Medical Col.)
Associate Professor and
Associate Professor of Pediatrics

BJORAKER, DAVID G., M.D., (Univ. of Minnesota)
Assistant Professor
* BLOCK, A. JAY, M.D., (Johns Hopkins)
Professor and
Professor and Chief of Pulmonary Medicine
* BOYSEN, PHILIP G., M.D., (Loyola-Stritch)
Professor and Chief, Respiratory Therapy/VAMC
and Assistant Chief, Anesthesiology Services/VAMC and
Professor of Pulmonary Medicine
* CATON, DONALD, M.D., (Columbia Univ.)
Professor and Chief, Obstetric Anesthesia and
Professor of Obstetrics and Gynecology

COHEN, JERRY A., M.D., (Univ. of Miami)
Assistant Professor

DAVIES, LAURIE K., M.D., (University of Florida)
Assistant Professor

DE PADUA, CONSTANTE B., M.D., (Univ. of Philippines)
Associate Professor

DOSHI, DINESH M., M.D., (University of Bombay, India)
Assistant Professor/JHEP

FELDMAN, JEFFERY M., M.D., (Albany Medical Colllege)
Assistant Professor

GALLAGHER, THOMAS J., M.D., (Univ. of Kentucky)
Professor and Chief, Critical Care Medicine and
Professor of Surgery

GARCIA, LORENZO M., M.D.,
(Univ. of Santo Tomas, Philippines)
Instructor/JHEP

GIBBY, GORDON L, M.D., (Emory Univ.)
Assistant Professor

GODBOLT, ANTHONY O., M.D., (Meharry Medical College)
Assistant Professor/JHEP

GOOD, MICHAEL L., M.D., (Univ. of Michigan)
Assistant Professor

GOODWIN, SALVATORE R., M.D., (Univ. of Kentucky)
Associate Professor and
Associate Professor of Pediatrics
* GRAVENSTEIN, JOACHIM S., M.D., (Harvard University)
Graduate Research Professor

GRAVENSTEIN, NIKOLAUS, M.D., (Univ. of Florida)
Associate Professor and Associate Professor of Neurosurgery

GRAVES, SHIRLEY A., M.D., (Univ. of Miami)
Professor and
Chief, Division of Pediatric Anesthesia
Professor of Pediatrics

GRUNDY, BETTY L., M.D., (University of Florida)
Professor and Chief, Anesthesiology Services/VAMC

JAMES, CHRISTOPHER F., M.D., (Univ. of Maryland)
Assistant Professor

* Members of the Graduate Faculty

JAMES, PEGGY B., M.D., (University of Florida)
Assistant Professor

KIRBY, ROBERT R., M.D., (Univ. of California-San Francisco)
Professor

KLEIN, ALAN S., M.D., (Duke University)
Assistant Professor and
Assistant Professor of Pediatrics

* KRISCHER, JEFFREY P., Ph.D., (Harvard University)
Professor and Professor of Pediatrics and
Chief, Epidemiology and Biostatistics

LAYON, ABRAHAM J., M.D., (Univ. of California-Davis)
Assistant Professor and
Assistant Professor of Medicine

MAHLA, MICHAEL E., M.D., (Jefferson Medical College)
Assistant Professor

MELKER, RICHARD J., Ph.D., M.D.,
(Albert Einstein Medical College)
Associate Professor and
Associate Professor of Pediatrics and Surgery

MERRELL, WALTER J., M.D., (Vanderbilt University)
Assistant Professor and
Assistant Professor of Pharmacology

MEYER, PAUL, M.D., (University of Iowa)
Assistant Professor/JHEP

MODELL, JEROME H., M.D., (Univ. of Minnesota)
Professor and Chairman

MURPHY, MAHIN R., M.D., (National University of Iran)
Assistant Professor/JHEP

PASHAYAN, ANNETTE G., M.D., (Bowman-Gray Sch. of Med.
Assistant Professor and
Assistant Professor of Neurosurgery

* PAULUS, DAVID A., M.D., (University of Vermont)
Associate Professor and
Chief, Cardiothoracic Anesthesia
Associate Professor of Mechanical Engineering

PERKINS, HAVEN M., M.D., (University of Louisville)
Professor

REDFERN, ROBERT E., M.D., (Medical College of Georgia)
Assistant Professor/JHEP

SAGA-RUMLEY, SEGUNDINA A., M.D., (Univ. of Philippines)
Associate Professor

* SHAH, DINESH O., Ph.D., (Columbia University)
Professor and
Professor and Chairman of Chemical Engineering

SHAH, NAYANTARA S., M.D., (Grant Med. College-Bombay)
Assistant Professor/JHEP

SIDI, AVNER, M.D., (Hadassah Hebrew University)
Assistant Professor

SKORA, IRENA A., M.D., (Jagiellonski University)
Associate Professor and JHEP Chairman/JHEP and
Associate Professor of Dental Education/JHEP

VOLLERS, JAMES M., M.D., (Univ. of Texas-Houston)
Assistant Professor and
Assistant Professor of Pediatrics

WEBB, ALISTAIR I., B.V.Sc., Ph.D., (Univ. of Bristol)
Associate Professor and
Associate Professor of Veterinary Medicine

WHITE, SNO E., M.D., (Jefferson Medical College)
Assistant Professor

Volunteer Faculty

BROOKS, TIMOTHY D., M.D., (University of Miami)
Clinical Instructor/Pensacola

CARLSON, CHRISTEL A., M.D., (University of Florida)
Clinical Instructor/Spokane, WA

CHAPMAN, ROY L., JR., M.D., (Univ. of Tennessee)
Clinical Assistant Professor/Gainesville

COONS, TIMOTHY J., A.S., (Erie Community College)
Assistant in Anesthesiology/Gainesville

DAVIES, DOUGLAS J., M.D., (Univ.of Florida)
Clinical Assistant Professor/Ocala

DENISCO, RICHARD A., M.D., (Univ. of Florida)
Clinical Assistant Professor/Maitland)

DESAUTELS, DAVID A., M.P.A., (Nova University)
Assistant in Anesthesiology/Gainesville

DOUGLAS, MICHAL E., M.D., (Univ. of Arizona)
Clinical Assistant Professor/Boone, N.C.

EDMISTON, MARK S., M.D., (University of Miami)
Clinical Assistant Professor/Gainesville

FIORELLO, ANTHONY W., M.D., (Jefferson Med. Col.)
Clinical Instructor/Fort Lauderdale

KRUSE, JOHN C., M.D., (George Washington University)
Clinical Assistant Professor/JHEP

MURRAY, IVES P., M.D., (George Washington University)
Clinical Assistant Professor/Denver, CO

NAGEL, EUGENE L., M.D., (Washington University)
Clinical Professor/Winter Haven

PARKER, JERRY A., B.S., (University of Florida)
Assistant in Anesthesiology/Gainesville

RACKSTEIN, ANDREW D., M.D., (Chicago Med. Sch.)
Clinical Assistant Professor/Clearwater

ROSS, NORMAN L., M.D., (University of Miami)
Clinical Instructor/Venice

SMITH, ROBERT A., M.S., (University of North Florida)
Clinical Assistant In/JHEP/Jacksonville

VAN DER AA, JOHANNES J., M.S., (Eindhoven Univ. of Tech.)
Assistant in Anesthesiology/Gainesville

VENUS, BAHMAN, M.D., (University of Jandi)
Clinical Associate Professor/JHEP/Jacksonville and
Clinical Associate Professor of Surgery/JHEP/Jacksonville

VOGELHUT, MARK, M., M.D., (Univ. of North Carolina)
Clinical Assistant Professor/Tallahassee

BIOCHEMISTRY AND MOLECULAR BIOLOGY

* ALLEN, CHARLES M., JR., Ph.D., (Brandeis University)
Professor of Biochemistry and Molecular Biology

ALLISON, R. DONALD, II, Ph.D., (U. of Calif.-Santa Barbara)
Assistant Research Scientist of Biochemistry and Molecular Biology

* BOYCE, RICHARD P., Ph.D., (Yale University)
Professor of Biochemistry and Molecular Biology

CAIN, BRIAN D., Ph.D., (Univ. of Illinois)
Assistant Professor of Biochemistry and Molecular Biology

CHUN, PAUL W., Ph.D., (University of Missouri)
Professor of Biochemistry and Molecular Biology

* COHEN, ROBERT J., Ph.D., (Yale University)
Associate Professor of Biochemistry and Molecular Biology

DENSLOW, NANCY D., Ph.D., (University of Florida)
Assistant Research Scientist of Biochemistry and Molecular Biology

* DUNN, BEN M., Ph.D., (University of Calif.-Santa Barbara)
Professor of Biochemistry and Molecular Biology

* FROST, SUSAN C., Ph.D., (University of Arizona)
Assistant Professor of Biochemistry and Molecular Biology

* KILBERG, MICHAEL S., Ph.D., (Univ. of South Dakota)
Associate Professor and Associate Chairman of Biochemistry and Molecular Biology

KOROLY, MARY J., Ph.D., (Bryn Mawr College)
Assistant Research Scientist of Biochemistry and Molecular Biology

* LAIPIS, PHILIP J., Ph.D., (Stanford University)
Professor of Biochemistry and Molecular Biology

* MANS, RUSTY J., Ph.D., (University of Florida)
Professor of Biochemistry and Molecular Biology

* McGUIRE, PETER M., Ph.D., (Univ. of North Carolina)
Assistant Professor of Biochemistry and Molecular Biology

* MOYER, SUE A., Ph.D., (Columbia University)
Associate Professor of Biochemistry and Molecular Biology

* NICK, HARRY S., Ph.D., (University of Pennsylvania)
Assistant Professor of Biochemistry and Molecular Biology

* O'BRIEN, THOMAS W., Ph.D., (Marquette University)
Professor of Biochemistry and Molecular Biology

* PURICH, DANIEL L., Ph.D., (Iowa State University)
Professor and Chairman of Biochemistry and Molecular Biology

SCHUSTER, SHELDON M., Ph.D., (University of Arizona)
Professor of Biochemistry and Molecular Biology

YANG, THOMAS P., Ph.D., (Univ. of Calif., Irvine)
Assistant Professor of Biochemistry and Molecular Biology

* YOUNG, D. MICHAEL, M.D., (Duke University)
Professor of Biochemistry and Molecular Biology and Professor of Medicine

COMMUNITY HEALTH AND FAMILY MEDICINE

BAILEY, DAVID W., M.D., (McGill University)
Associate Professor of Community Health and Family Medicine/JHEP

BAKER, JOHN H., M.D., (Georgetown Univ.)
Associate Professor of Community Health and Family Medicine/JHEP

BOBROW, ELIAS N., M.D., (University of Buenos Aires)
Assistant Professor of Community Health and Family Medicine/JHEP

BRADHAM, DOUGLAS D., Dr. P.H., (Univ. of North Carolina)
Assistant Professor of Community Health and Family Medicine

CARANASOS, GEORGE J., M.D., (Johns Hopkins)
Professor of Medicine,
Professor of Community Health and Family Medicine

CLARK, CHRISTINE S., M.S.W., (Florida State Univ.)
Assistant in Community Health and Family Medicine

COLLINS, TERENCE, M.D., (Creighton University)
Associate Professor of Community Health and Family Medicine

* CRANDALL, LEE A., Ph.D., (Purdue University)
Associate Professor of Community Health and Family Medicine

CURRY, ROBERT W., JR., M.D., (Duke University)
Associate Professor and Associate Chairman of Community Health and Family Medicine

DEWAR, MARVIN A., M.D., (Univ. of South Florida)
Assistant Professor in Community Health and Family Medicine

DIAMOND, ERIC L., Ph.D., (University of Miami)
Assistant Professor of Community Health and Family Medicine

DOUGLAS, HERSCHEL L., M.D., (Univ. of Oklahoma)
Professor of Community Health and Family Medicine;
Associate Dean and Assistant Vice President for Clinical Affairs

DUERSON, MARGARET, Ph.D., (University of Florida)
Community Health and Family Medicine

EASTON, IAN S., Ph.D., (University of Florida)
Assistant Professor of Community Health and Family Medicine/JHEP

FUNDERBURK, MARCIA W., M.D., (Univ. of Iowa)
Assistant Professor of Community Health and Family Medicine/JHEP

GAUDRY, CHARLES L., Jr., M.D., (Univ. of Virginia)
Associate Professor of Community Health and Family Medicine/JHEP

GRAUER, KENNETH A., M.D., (SUNY-Upstate)
Associate Professor of Community Health and Family Medicine

GREEN, J. RUSSELL, JR., M.D., (University of Virginia)
Professor of Medicine and Joint Professor of Community Health and Family Medicine

GREENE, BARRY R., Ph.D., (St. Louis University)
Professor and Chairman, Health Related Professions;
Professor of Community Health and Family Medicine

GRISNIK, JOHN A., M.D., (University of Pittsburgh)
Assistant Professor of Community Health and
Family Medicine/JHEP

GROCHMAL, RICHARD A., M.D., (Georgetown University)
Instructor of Community Health and Family Medicine/JHEP

HARPER-NIMOCK, LYNN M., M.D., (Univ. of Missouri)
Assistant Professor of Community Health and
Family Medicine/JHEP

HARRIS, TOM V., M.B.A., (University of Florida)
Assistant in Administration and Assistant in
Community Health and Family Medicine

HODGIN, JON D., M.D., (Univ. of North Carolina)
Associate Professor of Psychiatry and Associate
Professor of Community Health and Family Medicine

JERNIGAN, JAMES A., M.D., (Washington University)
Associate Professor and Chief of Community Health and
Family Medicine and Associate Professor of Medicine

KANE, ANDREW J., M.D., (SUNY-Buffalo)
Assistant Professor of Community Health and Family
Medicine/JHEP

KELLOGG-ROBINSON, MARY P., M.D., (Univ. of Florida)
Assistant Prof. of Community Health and Family Med./JHEP

LAVINA, JOEL S., M.D.,
(Univ. of Santo Thomas, Manila, Philippines)
Assistant Professor of Community Health and
Family Medicine/JHEP

KNIGHT, JOHN C., P.A.-C., (Emory University)
Physician Assistant in Community Health and Family Med.

KOSCH, SHARON G., Ph.D., (University of Florida)
Associate Professor of Behavioral Sciences, Liberal Arts
and Sciences and Associate Professor of Community Health
and Family Medicine

KURITZKY, LOUIS, M.D., (Medical College of Virginia)
Assistant Professor of Community Health and Family Medicine

LEGLER, DONALD W., D.D.S., Ph.D., (U. of Minn.; U. of Ala.)
Dean and Professor, College of Dentistry and Professor of
Community Health and Family Medicine

LOPEZ, JOSE R., M.D., (University of Seville, Spain)
Assistant Professor of Community Health and
Family Medicine/JHEP

LOPEZ, LARRY, Pharm. D., (University of Florida)
Associate Professor of Pharmacy and Associate Professor of
Community Health and Family Medicine

MARSTON, ROBERT Q., M.D., (Medical College of Virginia)
Professor in Medicine and Joint Professor of Community Health
and Family Medicine

MASE, DARREL, J., Ph.D., (Columbia University)
Professor of Community Health and Family Medicine

McLAMB, JAMES N., M.D., (University of North Carolina)
Associate Professor and Associate Chairperson of
Community Health and Family Medicine/JHEP

MOSELEY, RAY E., Ph.D., (Georgetown University)
Assistant Professor and Chief of
Community Health and Family Medicine

PALLAN, DENNIS, M.D., (Univ. of Mysore, Kasturba Med. Col.)
Assistant Professor of Community Health and
Family Medicine/JHEP

PIERCE, PATRICIA M., Ph.D., (University of Texas)
Associate Professor of Nursing and Affiliate Associate Professor
of Community Health and Family Medicine

PROBERT, WALTER, J.S.D., (Yale University)
Professor of Law and Professor of
Community Health and Family Medicine

REEDER, HAROLD B., M.D., (Univ. of Tennessee)
Assistant Prof. of Community Health and Family Med./JHEP

ROBINSON, JAMES D., PHARM. D., (Univ. of Cincinnati)
Professor of Pharmacy and Professor of
Community Health and Family Medicine

ROMANO, GENO V. M.D., (Marshall Univ.)
Assistant Professor of Community Health and Family Medicine

ROOKS, LARRY G., M.D., (University of Florida)
Lecturer of Community Health and Family Medicine

SILVERSTEIN, JANET H., M.D., (Univ. of Pennsylvania)
Associate Professor of Pediatrics and Associate Professor of
Community Health and Family Medicine

STEWART, WILLIAM L., M.D., (Johns Hopkins)
Professor and Chairman of Community Health
and Family Medicine

STREIB, GORDON F., Ph.D., (Columbia University)
Graduate Research Professor of Sociology and
Professor of Community Health and Family Medicine

STRINGFELLOW, HART R., JR., Ph.D., (University of Florida)
Assistant Professor of Dental Education and Affiliate
Assistant Professor of Community Health and Family Medicine

WAGNER, PATRICIA A., Ph.D., (University of Wisconsin)
Associate Professor of Extension Human Nutrition and Affiliate
Associate Professor of Community Health and Family Medicine

WILSON, GEORGE R., III, M.D., (Univ. of Mississippi)
Assistant Prof. of Community Health and Family Med./JHEP

Volunteer Faculty

ADLER, KENNETH G., M.D., (University of Pennsylvania)
Clinical Assistant Professor/Gainesville

ALLEN, SUSAN H., M.D., (University of Kansas)
Clinical Instructor/Dowling Park

ANDERSON, MERRILL A., M.D., (Thomas Jefferson Univ.)
Clinical Associate Professor/JHEP/Jacksonville

ARONS, PAUL, M.D., (SUNY-Stony Brook)
Clinical Assistant Professor/Cross City

ASHLEY, ROBERT G., M.D., (University of Florida)
Clinical Instructor/Gainesville

ATKINSON, JUNE M., M.B.B.Ch., (Welsh Nat. Sch. of Med.)
Clinical Assistant Professor/Mount Dora

AUERBACH, DAVID, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

BEACH, THOMAS B., M.D., (University of Wisconsin)
Clinical Associate Professor/JHEP/Jacksonville

BIGGERSTAFF, JAMES R., M.D., (Louisiana State Univ.)
Clinical Assistant Professor/JHEP/Jacksonville/SVMC

BODDICKER, RONALD F., Ph.D., (Purdue University)
Clinical Assistant Professor/JHEP/Jacksonville

BROOKS, J.S. DAVID, M.D., (Dublin University)
Clinical Assistant Professor/JHEP/Jacksonville

BURKE, CHARLES H., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

BUSH, CLINTON G., M.D., (Columbia University)
Clinical Assistant Professor/Gainesville

CALDWELL, JACQUES R., M.D., (Johns Hopkins)
Clinical Associate Professor/Gainesville

CARDIFF, JOHN, M.D., (University of Nebraska)
Clinical Assistant Professor/JHEP/Jacksonville

CARRIERE, WILLIAM, M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

COOPER, GARY R., M.D., (Tulane University)
Clinical Assistant Professor/Gainesville

COOPERMAN, ARTHUR G., M.D., (SUNY-Downstate)
Clinical Assistant Professor/Gainesville

CURRAN, KAREN B., M.D., (Bowman Gray)
Clinical Assistant Professor/Gainesville

DeFORD, JAMES, M.D., (University of Florida)
Clinical Associate Professor/Gainesville

DEROVANESIAN, JACK, M.D., (University of Florida)
Clinical Assistant Professor/Department of Emergency Medicine, Alachua General Hospital, Gainesville

DRAPER, ARTHUR D., JR., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

ERICKSON, ROBERT A., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

ESTRADA, ELIZABETH A., M.D., (SUNY-Downstate)
Clinical Assistant Professor/Gainesville

FREIDLINE, PAUL N., M.D., (Temple University)
Clinical Instructor/JHEP/Jacksonville

GILLESPY, MARJORIE L., M.D., (Jefferson Med. Col.)
Clinical Assistant Professor/Gainesville

GIURATO, GERALD A., M.D. (Ohio State University)
Clinical Assistant Professor/JHEP/Jacksonville

HOGUE, ROBERT J., JR., M.D., (Univ. of Oklahoma)
Clinical Associate Professor/Gainesville

HUNSINGER, EDWARD N., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

LEVINSON, RICHARD A., M.D., (University of Illinois)
Clinical Associate Professor/JHEP/Jacksonville

LEVY, NORMAN S., M.D., (Western Reserve University)
Clinical Assistant Professor/Lake City

LUKOWSKI, MICHAEL J., M.D., (University of Florida)
Clinical Instructor/Gainesville

MAGILL, MICHAEL K., M.D., (Duke University)
Clinical Assistant Professor/Tallahassee

MANSHEIM, BERNARD J., M.D., (University of Wisconsin)
Clinical Assistant Professor/Gainesville

McCLOW, MARVIN V., M.D., (University of Iowa)
Clinical Assistant Professor/JHEP/Jacksonville

McGIBONY, JAMES T., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

MEDLEY, EVAN SCOTT, M.D., (University of Kentucky)
Clinical Assistant Professor/Gainesville

MOUAT, W. DAVID, M.D., (University of Pittsburgh)
Clinical Assistant Professor/Gainesville

ORLANDO, JACQUELINE, Ph.D., (University of Florida)
Clinical Assistant Professor/Gainesville

ORR, LOUIS M., JR., M.D., (Emory University)
Clinical Assistant Professor/Gainesville

PICHLER, FLOYD L., M.D., (Loma Linda University)
Clinical Associate Professor/JHEP/Jacksonville

POLLOCK, BRUCE D., M.D., (University of Miami)
Clinical Assistant Professor/Gainesville

RAINS, CAROLINE S., M.D., (University of South Florida)
Clinical Assistant Professor/Gainesville

RAY, BELTON CRAIG, JR., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville/SVMC

REGALDO, MANUEL F., M.D., (University of Havana)
Clinical Associate Professor/Gainesville

ROBERTS, DAVID L., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

ROWLEY, SAMUEL, M.D., (Jefferson Medical College)
Clinical Associate Professor/JHEP/Jacksonville

SELANDER, GUY T., M.D., (New Jersey Medical College)
Clinical Associate Professor/JHEP/Jacksonville

SLATON, ROBERT C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

TARRANT, DARRELL G., M.D., (University of Kentucky)
Clinical Assistant Professor/Gainesville

THORNTON, FERGUS P., M.D., (Washington University)
Clinical Assistant Professor/Gainesville

VAN ORE, STEVAN M., M.D., (University of Miami)
Clinical Assistant Professor/Maitland

VAUGHEN, JUSTINE L., M.D., (Temple University)
Clinical Assistant Professor/Gainesville

WAGNER, JAMES T., Ph.D., (University of Florida)
Assistant Professor/Gainesville

WHITE, DAVID C., Ph.D., M.D., (Tufts University)
Clinical Professor/Tallahassee

WILLIAMS, ARTHUR R., Ph.D., (Cornell University)
Associate Professor/Gainesville

WITTE, JOHN J., M.D., (Johns Hopkins)
Clinical Associate Professor/Tallahassee

YOUNG, THOMAS K., M.D., (Northwestern University)
Clinical Assistant Professor/Gainesville

Preceptors

ANDRES, JOEL, M.D., (SUNY-Buffalo)
Department of Pediatrics, College of Medicine

BAKER, R. JOHNSON, M.D., (Temple University)
Gainesville, Florida

BANKS, CULLEN W., M.D., (Howard University)
Gainesville, Florida

BLUMER, DAVID C., M.D., (University of Florida)
Gainesville, Florida

BUCCIARELLI, RICHARD L., M.D., (Univ. of Michigan)
Pediatric Neonatology Division, College of Medicine

CASSISI, NICHOLAS J., M.D., (Univ. of Miami Sch. of Med.)
Department of Surgery, College of Medicine

CHODOSH, LANCE I., M.D., (Georgetown University)
Gainesville, Florida

CRUZ, AMELIA C., M.D., (Far Eastern Univ., Philippines)
Department of Obstetrics and Gynecology, College of Med.

DEBUSK, FRANKLIN, M.D., (Johns Hopkins)
Department of Pediatrics, College of Medicine

de la TORRE, JOSE, M.D., (University of Havana)
Student Health Service, University of Florida

EVANS, WILLIAM C., JR., M.D., (Duke University)
Gainesville, Florida

FLETCHER, CHARLES T., M.D., (University of Florida)
Gainesville, Florida

HEILMAN, KENNETH, M.D., (University of Virginia)
Department of Neurology, College of Medicine

JOHNSON, JAMES A., M.D., (Emory University)
Department of Radiology,
Alachua General Hospital, Gainesville, Florida

KULDAU, JOHN, M.D., (Case Western Reserve Univ.)
Department of Psychiatry, College of Medicine

PANUSH, RICHARD S., M.D., (University of Michigan)
Department of Medicine, College of Medicine

RAFFA, JAMES, M.D., (Medical College of Virginia)
Gainesville, Florida

RAMADAN, A.M., M.D., (Alexandria Medical School, Egypt)
Gainesville, Florida

SESSIONS, W. HERMAN, M.D., (Medical College of Georgia)
Jacksonville, Florida

STEIN, GERALD H., M.D., (University of Pennsylvania)
Professor of Medicine/VAMC

STREIFF, RICHARD, M.D., (University of Basel, Switzerland)
Department of Medicine, College of Medicine

WARRICK, WILLIAM H., III, M.D., (Univ. of Pennsylvania)
Gainesville, Florida

IMMUNOLOGY AND MEDICAL MICROBIOLOGY

* BAKER, HENRY V., Ph.D., (University of Maryland)
Assistant Professor

* CRANDALL, RICHARD B., Ph.D., (Purdue University)
Professor

* DUCKWORTH, DONNA H., Ph.D., (Johns Hopkins)
Professor

* FLANEGAN, JAMES B., Ph.D., (University of Michigan)
Professor

* GIFFORD, GEORGE E., Ph.D., (University of Minnesota)
Professor and Professor of Microbiology and Cell Science

GULIG, PAUL A., Ph.D., (Univ. of Texas)
Assistant Professor

LAWMAN, MICHAEL J.P., Ph.D., (Univ. of Surrey)
Associate Professor

LEWIN, ALFRED S., Ph.D., (University of Chicago)
Associate Professor

* MOYER, RICHARD W., Ph.D., (Univ. of Calif.-Los Angeles)
Professor and Chairman

* SMALL, PARKER A., JR., M.D., (Univ. of Cincinnati)
Professor and Professor of Pediatrics

MEDICINE

Medicine and Community Programs

DOLL, H. AVON, Jr., M.D., (Oral Roberts Univ.)
Chief Resident and Instructor

FOSTER, MALCOLM T., M.D., (Bowman Gray)
Prof. and Associate Chairman for Jacksonville Programs/JHEP

* McGUIGAN, JAMES E., M.D., (St. Louis University)
Professor and Chairman, Department of Medicine and
Professor of Immunology and Medical Microbiology

MCKAY, JULIE M., M.D., (Wayne State Univ.)
Chief Resident and Instructor

MILLER, MICHAEL K., Ph.D., (Penn State Univ.)
Associate Professor of Medicine and Community Health and
Family Medicine; Director, Center for Health Policy Research

* MORELAND, ALVIN F., D.V.M., (University of Georgia)
Professor and Professor of Comparative Medicine)

* STEIN, GERALD H., M.D., (Univ. of Pennsylvania)
Assistant Professor and Assistant Professor of
Nursing and Psychology

Cardiology

ABELA, GEORGE S., M.D., (American Univ. of Beirut)
Associate Professor

BASS, THEODORE, M.D., (Brown Univ. Programs in Medicine)
Associate Professor/JHEP

BELARDINELLI, LUIZ, M.D.,
(Medical Catholic Faculty Foundation, Porto Alegre, Brazil)
Eminent Scholar; Departments of Medicine and Pharmacology and Therapeutics

BUSS, DARYL D., D.V.M., Ph.D., (Univ. of Wisconsin)
Professor and Professor of Veterinary Medicine

CONETTA, DONALD A., M.D., (Duke University)
Associate Professor & Director/JHEP

CONTI, C. RICHARD, M.D., (Johns Hopkins)
Eminent Scholar; Departments of Medicine & Physiology; Chief of Cardiology

CREVASSE, LAMAR E., JR., M.D., (Duke University)
Professor and Assistant Dean for Continuing Medical Education

CURTIS, ANNE, M.D., (Columbia Univ.)
Assistant Professor

GEISER, EDWARD A., M.D., (University of Cincinnati)
Associate Professor

GILMORE, PAUL S., M.D., (Creighton University)
Instructor/JHEP

GRAVES, JAMES E., Ph.D., (Univ. of Massachusetts)
Assistant Research Scientist in Medicine,
Exercise and Sports Sciences and Physiology

GREEN, J. RUSSELL, JR., M.D., (University of Virginia)
Professor and Professor of Community Health and Family Medicine

HILL, JAMES A., M.D., (University of Maryland)
Associate Professor

JALOWIEC, DEBORAH A., M.D., (Rush Medical College)
Instructor

LAMBERT, CHARLES R., M.D., Ph.D., (University of Florida)
Assistant Professor

LIMACHER, MARIAN, M.D., (St. Louis University)
Assistant Professor

LOMBARD, CHRISTOPHE, D.V.M., (Univ. of Zurich)
Affiliate Associate Professor of Veterinary Medicine

MEHTA, JAWAHAR, M.D., (Panjab Univ., India)
Professor

MILLER, ALAN B., M.D., (University of Florida)
Associate Professor and Division Chief/JHEP

* NICHOLS, WILMER W., Ph.D., (University of Alabama)
Associate Professor and Associate Professor of Physiology

* PEPINE, CARL J., M.D., (New Jersey Medical School)
Professor and Chief/VAMC

PERCY, ROBERT F., M.D., (University of Mississippi)
Assistant Professor/JHEP

POLLOCK, MICHAEL L., Ph.D., (University of Illinois)
Professor of Medicine, Physiology,
and Health and Human Performance

SHRYOCK, JOHN C., III, Ph.D., (Thomas Jefferson Univ.)
Assistant Research Scientist

TAYLOR, W. JAPE, M.D., (Harvard University)
Distinguished Service Professor

WARGOVICH, THOMAS S., M.D., (Jefferson Medical College)
Assistant Professor

Volunteer Faculty

ANDERSON, GEORGE A., M.D., (Bowman Gray)
Clinical Professor/JHEP/Jacksonville

ANDREWS, JOHN W., M.D., (Emory University)
Clinical Instructor/Gainesville

BACKER, THOMAS S., M.D., (St. Louis University)
Clinical Instructor/JHEP/Jacksonville

BAKER, ROY M., M.D., (Emory University)
Clinical Professor/JHEP/Jacksonville

BAKER, SCOTT, M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

BANNON, PATRICK, M.D., (Georgetown University)
Clinical Assistant Professor/JHEP/Jacksonville

BARROW, MARK V., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

BEACH, THOMAS B., M.D., (University of Wisconsin)
Clinical Associate Professor/JHEP/Jacksonville

BURNS, MARSHALL A., M.D., (Tulane University)
Clinical Associate Professor/JHEP/Jacksonville

CHINOY, DAVID A., M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

COOPER, GARY R., M.D., (Tulane University)
Clinical Assistant Professor/Gainesville

CURRY, R. CHARLES, M.D., (University of Florida)
Clinical Associate Professor/Orlando

DACE, MELVIN C., M.D., (Washington University)
Clinical Instructor/Gainesville

DILLON, MICHAEL C., M.D., (Univ. of Kentucky)
Clinical Assistant Professor/Gainesville

EL SHAHAWY, MAHFOUZ, M.D., (Vienna Medical School)
Clinical Assistant Professor/Sarasota

FINTON, CHRIS K., M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

FLEMING, JACK W., M.D., (Emory University)
Clinical Associate Professor/Pensacola

GILBERT, CLARENCE M., M.D., (Univ. of Pennsylvania)
Clinical Associate Professor/Orlando Regional Med. Center

GILMOUR, KAY E., M.D., (University of Florida)
Clinical Associate Professor/JHEP/Jacksonville

GREENWOOD, SCOTT D., M.D., (Washington University)
Clinical Assistant Professor/Orlando Regional Medical Ctr.

GROSS, HOWARD E., M.D., (Univ. of Nebraska)
Clinical Assistant Professor/Orlando Regional Med. Center

HANSON, KARL B., M.D., (University of Chicago)
Clinical Professor/JHEP/Jacksonville

HARTMANN, KAMILLO F., M.D., (Olomouc, Czech.)
Clinical Assistant Professor/JHEP/Jacksonville

HERRADA, RAUL J., M.D.,
(Univ. of Santiago de Compostela, Spain)
Clinical Instructor/Orlando Regional Med. Center

HESS, DAVID S., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

IRA, GORDON H., JR., M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

JACOBS, DANIEL M., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

JOHNSON, MELVIN J., Ph.D., (Tufts Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

LOHRBAUER, LEIF A., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

McCALLISTER, ARCHIE, M.D., (Emory University)
Clinical Associate Professor/Stuart

McINTOSH, HENRY D., M.D., (University of Pa.)
Clinical Professor/Lakeland

MINER, JAMES A., M.D., (Indiana School of Medicine)
Clinical Assistant Professor/JHEP/Jacksonville

MONTGOMERY, JAMES A., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

MYERS, JAMES W., M.D., (Ohio State University)
Clinical Associate Professor/JHEP/Jacksonville

OLLIFF, BENJAMIN C., M.D., (Med. Col. of Ga.)
Clinical Assistant Professor/JHEP/Jacksonville

PAGE, E. EUGENE, JR., M.D., (Johns Hopkins)
Clinical Professor/JHEP/Jacksonville

PARTAIN, JONATHAN O., M.D., (Vanderbilt Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

PEELER, ROBERT G., M.D., (Johns Hopkins)
Clinical Assistant Professor/JHEP/Jacksonville

ROARK, STEVEN F., M.D., (Duke Univ.)
Clinical Assistant Professor/Gainesville

SAHAB, JOSEPH G., M.D., (French Faculty of Medicine)
Clinical Assistant Professor/Leesburg

SCHONBERG, ALLAN, M.D., (George Washington Univ.)
Clinical Assistant Professor/JHEP/Jacksonville

SCHRANK, JOEL P., M.D., (Case Western Reserve)
Clinical Associate Professor/JHEP/Jacksonville

SEIBEL, JOHN E., JR., M.D., (University of Maryland)
Clinical Associate Professor/JHEP/Jacksonville

SILVERSTEIN, BURTON V., M.D., (Univ. of Pa.)
Clinical Assistant Professor/Gainesville

SOLER, RAUL D., M.D., (University of Havana)
Clinical Assistant Professor/JHEP/Jacksonville

STRACHAN, JAMES B., M.D., (Washington Univ.)
Clinical Professor/JHEP/Jacksonville

TAUSSIG, ANDREW S., M.D., (Emory University)
Clinical Assistant Professor/Orlando

TEW, FRANKLIN T., M.D., (Univ. of North Carolina)
Clinical Assistant Professor/Orlando Regional Med. Center

VAN CLEVE, ROBERT B., M.D., (Columbia University)
Clinical Professor/JHEP/Jacksonville

WAINWRIGHT, W. RANDOLPH, M.D., (Med. Col. of Ga.)
Clinical Assistant Professor/JHEP/Jacksonville

WEINSTEIN, IRWIN R., M.D., (SUNY—Buffalo)
Clinical Instructor/Orlando Med. Center

WHITWORTH, HALL B., Jr., M.D., (Emory University)
Clinical Assistant Professor/Orlando

Clinical Immunology

DELAFUENTE, JEFFREY C., M.S., (Univ. of Florida)
Associate Professor of Pharmacy Practice and Medicine

EDWARDS, N. LAWRENCE, M.D., (Univ. of Miami)
Associate Professor

LONGLEY, SELDEN, III, M.D., (Vanderbilt University)
Associate Professor

* PANUSH, RICHARD S., M.D., (University of Michigan)
Professor of Medicine and
Immunology and Medical Microbiology

SCHIFFENBAUER, JOEL L., M.D., (Albert Einstein College)
Assistant Professor

WILLIAMS, RALPH C., Jr., M.D., (Cornell Univ.)
Eminent Scholar and Chief

Volunteer Faculty

BLUMBERG, SCOTT, M.D., (Boston University)
Clinical Assistant Professor/JHEP/Jacksonville

CALDWELL, JACQUES R., M.D., (Johns Hopkins)
Clinical Associate Professor/Gainesville

GABOR, GARY, M.D., (Jefferson Medical College)
Clinical Assistant Professor/JHEP/Jacksonville

KOHEN, MICHAEL D., M.D., (University of Florida)
Clinical Assistant Professor/Daytona Beach

NEWMAN, MELVIN, M.D., (Boston University)
Clinical Professor/JHEP/Jacksonville

PRAVDA, JAY, M.D., (University of Puerto Rico)
Clinical Instructor/Gainesville

SALES, LOUIS M., M.D., (Boston University)
Clinical Professor/JHEP/Jacksonville

STROUD, ROBERT M., M.D., (Harvard)
Clinical Professor/Ormond Beach

Computer Sciences

ARIET, MARIO, Ph.D., (University of Florida)
Professor and Chief, Computer Sciences and
Professor of Community Health and Family Medicine

CREVASSE, LAMAR E., JR., M.D., (Duke University)
Professor and Assistant Dean for Continuing Medical Education

Dermatology

FLOWERS, FRANKLIN P., M.D., (Univ. of Florida)
Associate Professor of Medicine and Pathology and Chief

HONIGMAN, JOSEPH, M.D., (Jefferson Med. Col.)
Associate Professor/JHEP

PIERCE, DOUGLAS K., M.D., (Univ. of South Florida)
Assistant Professor

Volunteer Faculty

CHILDERS, RICHARD C., M.D., (Univ. of Rochester)
Clinical Assistant Professor/Gainesville

CULLEN, STANLEY I., M.D., (University of Miami)
Clinical Associate Professor/Gainesville

MILLNS, JOHN L., M.D., (Ohio State University)
Clinical Assistant Professor/Tampa

SLAZINSKI, LEONARD, M.D., (Jefferson Med. Col.)
Clinical Instructor/Sarasota

SMITH, EDWARD W.P., M.D., (Ohio State Univ.)
Clinical Associate Professor/JHEP/Jacksonville

STOER, CHARLES B., M.D., (Louisiana State University)
Clinical Assistant Professor/Gainesville

TRIMBLE, JAMES W., M.D., (Univ. of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

WILKERSON, RUTH C., M.D., (Med. Col. of Va.)
Clinical Instructor/Gainesville

Endocrinology and Metabolism

CHALLONER, DAVID R., M.D., (Harvard Medical College)
Professor and Vice President for Health Affairs

* FISHER, WALDO R., M.D., Ph.D., (Univ. of Pennsylvania)
Professor of Medicine and Biochemistry

* FREUND, GERHARD, M.D., (Goethe University)
Professor and Professor of Neuroscience

GRANT, MARIA B., M.D., (University of Florida)
Assistant Professor

HENDERSON, GEORGE N., Ph.D., (Indian Inst. of Tech., Madras, India)
Assistant Research Scientist

MERIMEE, THOMAS J., M.D., (University of Louisville)
Professor and Chief

MISBIN, ROBERT I., M.D., (Johns Hopkins)
Associate Professor

MURRAY, FREDERICK T., M.D., (Hahnemann Med. Col.)
Associate Professor

SKOWSKY, RONALD, M.D., (Albany Medical College)
Associate Professor and Chief/JHEP

STACPOOLE, PETER W., M.D., Ph.D., (Vanderbilt)
Associate Professor of Medicine and Pharmacology

Volunteer Faculty

BUCHER, ROBERT L., M.D., (University of Minnesota)
Clinical Associate Professor/JHEP/Jacksonville

COBLE, YANK D., JR., M.D., (Duke University)
Clinical Professor/JHEP/Jacksonville

CROCKETT, SAMUEL E., M.D., (Ohio State Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

KNIZLEY, HOMER, JR., M.D., (University of Florida)
Clinical Associate Professor/Gainesville

LONDONO, JAVIER H., M.D., (University of Antioquia)
Clinical Assistant Professor/Gainesville

LOWENTHAL, JOSEPH J., M.D., (Univ. of Pennsylvania)
Clinical Professor/JHEP/Jacksonville

MONTGOMERY, CHARLES T., M.D., (Univ. of Miami)
Clinical Associate Professor/JHEP/Jacksonville

OATES, THOMAS W., M.D., (Ohio State University)
Clinical Assistant Professor/Lakeland

THOMAS, WILLIAM C., JR., M.D., (Cornell University)
Clinical Professor

Gastroenterology, Hepatology and Nutrition

ACHEM, SAMI, M.D.,
(Facultad de Medicinade Torreon, Mex.)
Assistant Professor/JHEP

* CERDA, JAMES J., M.D., (University of Maryland)
Professor and Associate Chairman

DAVIS, GARY L., M.D., (Univ. of Minnesota)
Associate Professor

EAKER, ERVIN Y., Jr., M.D., (Univ. of Miami)
Assistant Professor

KALVARIA, ISAAC, M.D., (University of Rhodesia)
Assistant Professor

KING, CHARLES E., JR., M.D., (Bowman Gray)
Associate Professor

KOLTS, BYRON E., M.D., (University of Rochester)
Associate Professor and Division Chief/JHEP

MACMATH, TERRY L., M.D., (SUNY-Upstate)
Associate Professor/JHEP

MAILLIARD, MARK E., M.D., (University of Nebraska)
Assistant Professor

* McGUIGAN, JAMES E., M.D., (St. Louis University)
Professor and Chairman and Professor of Immunology and Medical Microbiology

SNINSKY, CHARLES A., M.D., (Temple University)
Associate Professor of Medicine and Pharmacy

* TOSKES, PHILLIP P., M.D., (University of Maryland)
Professor and Chief

Volunteer Faculty

BAUMGARTNER, THOMAS G., Pharm. D., (U. of the Pacific)
Adjunct Associate Professor/Gainesville

BONE, FRANK C., M.D., (Duke University)
Clinical Asssistant Professor/Orlando Regional Med. Center

BORLAND, JAMES L., JR., M.D., (Johns Hopkins)
Clinical Professor/JHEP/Jacksonville

BUELOW, ROBERT G., M.D., (Temple University)
Clinical Assistant Professor/JHEP/Jacksonville

DEFORD, JAMES W., M.D., (University of Florida)
Clinical Associate Professor/Gainesville

GOLDBERG, LAWRENCE S., M.D., (New York University)
Clinical Assistant Professor/JHEP/Jacksonville

GROOVER, JACK R., M.D., (University of Maryland)
Clinical Associate Professor/JHEP/Jacksonville

HANCOCK, W. ROY, M.D., (Medical College of Georgia)
Clinical Professor/JHEP/Jacksonville

KANNER, ROBERT S., M.D., (Creighton University)
Clinical Instructor/JHEP/Jacksonville

KRAMER, DEAN C., M.D., (University of Missouri)
Clinical Assistant Professor/Gainesville

LANGFITT, MURRY L., M.D., (University of Iowa)
Clinical Assistant Professor/JHEP/Jacksonville

LEIBACH, JOHN R., M.D., (Ohio State University)
Clinical Assistant Professor/Gainesville

MAICO, DANIEL G., M.D., (Medical College of Ga.)
Clinical Assistant Professor/Gainesville

MORRIS, WALTER E., JR., M.D., (Univ. of Alabama)
Clinical Associate Professor/JHEP/Jacksonville

SHAH, GAURANG N., M.D., (Baroda Med. College, India)
Clinical Assistant Professor/JHEP/Jacksonville

TEK, HONG TAING, M.D., (Univ. of Phnom-Penh)
Clinical Assistant Professor/JHEP/Jacksonville

ULEMAN, EDWARD R., M.D., (Johns Hopkins)
Clinical Instructor/Orlando Regional Med. Center

WIDNER, VICTOR R., M.D., (Kansas Univ. Sch. of Med.)
Clinical Assistant Professor/JHEP/Jacksonville

General Medicine

CARANASOS, GEORGE J., M.D., (Johns Hopkins)
Professor and Chief and Professor of
Community Health and Family Medicine

CORMAN, LOURDES C., M.D.,
(Woman's Medical College of Pennsylvania)
Associate Professor

DAVIDSON, RICHARD A., M.D., (Vanderbilt Univ.)
Associate Professor

EVERETT, BEVERLY J., M.D., (Tufts Univ.)
Instructor

HILKER, MARY ANNE, Ph.D., (University of Florida)
Instructor and Associate Director, Geriatric Education Center

KOCH, KATHRYN A., M.D., (Johns Hopkins)
Assistant Professor/JHEP

LOWENTHAL, DAVID T., M.D., (Temple University)
Prof. of Medicine and Pharmacology and Dir., GRECC

* MEULEMAN, JOHN R., M.D., (Washington Univ.-St. Louis)
Assistant Professor

PATERSON, ROBERT W., M.D., (Duke University)
Assistant Professor/JHEP

ROBERTSON, LINDA M., M.D., (East Carolina Univ.)
Assistant Professor/JHEP

RODEFFER, HENRY D., M.D., (Univ. of South Florida)
Assistant Professor/JHEP

Volunteer Faculty

ANDERSON, RICHARD M., M.D., (Emory University)
Clinical Instructor/Gainesville

BENSON, H. CURTIS, M.D., (University of Illinois)
Clinical Associate Professor/JHEP/Jacksonville

BRASHEAR, BILLY, M.D., (University of Louisville)
Clinical Instructor/Gainesville

BROOKS, ROBERT C., M.D., (Wayne State Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

COLLINS, MICHAEL, M.D., (Univ. of Miami)
Clinical Assistant Professor/Orlando Regional Med. Center

CRAGO, JOHN A., M.D., (Cornell University)
Clinical Instructor/Gainesville

CUNNINGHAM, RICHARD W., M.D., (Univ. of Florida)
Clinical Assistant Professor/Gainesville

DOFF, SIMON D., M.D., (Long Island Col. of Medicine)
Clinical Professor/JHEP/Jacksonville

EMMEL, G. LEONARD, M.D., (Univ. of Pennsylvania)
Clinical Instructor/Gainesville

FADEM, JEROLD J., M.D., (Univ. of Missouri)
Clinical Associate Professor/Orlando Regional Med. Center

FALK, JAY L., M.D., (SUNY-Downstate)
Clinical Associate Professor/Orlando Regional Med. Center

GAGNIER, DOROTHY R., Ph.D., (University of Michigan)
Adjunct Assistant Professor/Gainesville

HALE, WILLIAM E., M.D., (Medical College of Virginia)
Clinical Assistant Professor/Dunedin

HARRISON, I. BARNETT, M.D., (Emory University)
Clinical Assistant Professor/Tallahassee

HENDERSON, KERRY E., M.D., (George Washington Univ.)
Clinical Instructor/Gainesville

HERRAN, JAN J., M.D., (Univ. of Puerto Rico)
Clinical Assistant Professor/Orlando Regional Med. Center

* HOFFMAN, NANNETTE B., M.D., (Albany Medical College)
Clinical Instructor/Gainesville

MENGEL, MARVIN C., M.D., (Johns Hopkins)
Clinical Assistant Professor/Orlando

MONSOUR, FARIS S., JR., M.D., (Georgetown University)
Clinical Professor/JHEP/Jacksonville

MUDRA, STEPHEN, M.D., (University of Florida)
Clinical Instructor/Gainesville

NEDER, GEORGE A., JR., M.D., (Emory University)
Clinical Assistant Professor/Orlando Regional Med. Center

NEEDLEMAN, ROBERT D., M.D., (Pennsylvania State Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

PALMER, ROBERT, JR., M.D., (Tulane Univ.)
Clinical Associate Professor/Pensacola

ROBERT, VICTOR B., M.D., (Univ. of Buenos Aires)
Clinical Assistant Professor/Orlando Regional Med. Center

ROSENBERG, STEPHEN J., M.D., (Univ. of Pennsylvania)
Clinical Associate Professor/Orlando Regional Med. Center

SAAVERDA, OSWALD T., M.D., (Moscow University)
Clinical Instructor/Orlando Regional Med. Center

SLATON, ROBERT C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

WEBB, MICHAEL J., M.D., (University of Miami)
Clinical Instructor/Winter Park

WEIGEL, WALTER W., M.D., (Emory University)
Clinical Instructor/Palatka

YOFFEE, HARRY F., M.D., (Tulane Medical School)
Clinical Assistant Professor/JHEP/Jacksonville

YOUNG, MARTIN D., M.D., (Johns Hopkins)
Adjunct Research Professor/Gainesville

Hematology

BERGERON, RAYMOND J., Ph.D., (Brandeis University)
Affiliate Professor of Pharmacy

KITCHENS, CRAIG S., M.D., (University of Florida)
Professor and Professor of Pathology and Assistant Department Chairman and Chief of Medical Service/VAMC

LOTTENBERG, RICHARD, M.D., (University of Florida)
Associate Professor of Medicine and Biochemistry and Molecular Biology

NOYES, WARD D., M.D., (University of Rochester)
Professor and Chief

SIDDIQUI, TARIQ, M.D., (Dow Medical College, Pakistan)
Assistant Professor/JHEP

STREIFF, RICHARD R., M.D., (University of Basel)
Professor and Associate Chief of Staff for Education/VAMC

Volunteer Faculty

ABRAMSON, NEIL, M.D., (Albert Einstein)
Clinical Professor/JHEP/Jacksonville

ANDERSON, AXEL, M.D., (Univ. of Buffalo)
Clinical Assistant Professor/Orlando Regional Med. Center

BROWN, CLARENCE H., III, M.D., (Emory University)
Clinical Assistant Professor/Orlando Regional Med. Center

DUNN, PHILIP H., M.D., (Duke University)
Clinical Assistant Professor/Orlando Regional Med. Center

KEENE, WILLIS R., M.D., (Johns Hopkins)
Clinical Professor/Folkston, Georgia

KENTRO, TENNEY B., M.D., (George Washington Univ.)
Clinical Assistant Professor/Gainesville

MARKS, ALAN R., M.D., (Univ. of Brussels, Belgium)
Clinical Assistant Professor/JHEP/Jacksonville

PAWLIGER, DAVID F., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

TROTTER, GEORGE S., M.D., (University of Maryland)
Clinical Associate Professor/JHEP/Jacksonville

WHITTINGTON, RICHARD M., M.D., (Jefferson)
Clinical Professor; Assistant Dean for VA Relations

Infectious Diseases

BENDER, BRADLEY S., M.D., (University of Maryland)
Assistant Professor

FOSTER, MALCOLM T., M.D., (Bowman Gray)
Professor and Associate Chairman for Jacksonville Programs/JHEP

HARRINGTON, PAUL, M.D., (University of Puerto Rico)
Assistant Professor/JHEP

MARSTON, ROBERT Q., M.D., (Medical College of Virginia)
Professor Emeritus and President Emeritus

MICHAEL, MAX, JR., M.D., (Harvard University)
Professor

RAAD, ISSAM I., M.D., (American Univ. of Beirut)
Instructor

RAMPHAL, REUBEN, M.D., (McGill University)
Associate Professor and Associate Professor of Immunology and Medical Microbiology

* SHANDS, JOSEPH W., JR., M.D., (Duke University)
Professor and Chief and Professor of Immunology and Medical Microbiology

Volunteer Faculty

FLETCHER, JEAN, M.D., (American Univ. of Beirut)
Clinical Assistant Professor/Gainesville

HORNICK, RICHARD B., M.D., (Johns Hopkins)
Clinical Professor/Orlando Regional Med. Center

MANSHEIM, BERNARD, M.D., (University of Wisconsin)
Clinical Assistant Professor/Gainesville

MAUCERI, ARTHUR A., M.D., (Georgetown University)
Clinical Assistant Professor/Gainesville

SIEGER, BARRY E., M.D., (Boston University)
Clinical Assistant Professor/Orlando Regional Med. Center

VANDEVELDE, ALEXANDER G., M.D., (Univ. of Louvain)
Clinical Associate Professor/JHEP/Jacksonville

Nephrology

BEALE, GREGORY S., M.D., (Univ. of Kentucky)
Instructor/JHEP

* CADE, J. ROBERT, M.D., (Univ. of Texas-Southwestern)
Professor of Medicine and Physiology

FREDERICKSON, EDWARD D., M.D., (Emory University)
Assistant Professor

MADSEN, KIRSTEN, M., M.D., (Aarhus, Denmark)
Associate Professor

MARS, DONALD R., M.D., (University of Miami)
Associate Professor

PATTON, ROBERT W., M.D., (Med. Univ. of S.C.)
Instructor/JHEP

PETERSON, JOHN C., M.D., (University of Florida)
Associate Professor

SALOMON, DANIEL R., M.D., (Loyola-Stritch Sch. of Med.)
Assistant Professor

SANDRONI, STEPHEN E., M.D., (New York Medical College)
Assistant Professor and Division Chief/JHEP

TISHER, C. CRAIG, M.D., (Washington University)
Professor and Chief; Professor of Pathology

WELCH, WILLIAM J., Ph.D., (University of Kentucky)
Assistant Research Scientist

WILCOX, CHRISTOPHER S., M.D., Ph.D., (Oxford Univ.)
Professor of Medicine and Pharmacology

WINGO, CHARLES S., M.D., (Louisiana State)
Associate Professor

Volunteer Faculty

DAVIS, ROBERT G., M.D., (Univ. of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

FINLAYSON, GORDON C., M.D., (Univ. of Florida)
Clinical Assistant Professor/Gainesville

FULLER, THOMAS J., M.D., (Northwestern University)
Clinical Associate Professor/Ocala

GREGORY, LOUIS F., JR., M.D., (Univ. of Mississippi)
Clinical Assistant Professor/JHEP/Jacksonville

HAIRE, HENRY M., M.D., (University of Miami)
Clinical Assistant Professor/Lakeland

HAYES, CHARLES P., JR., M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

HOLCOMB, ALLEN K., M.D., (Emory University)
Clinical Assistant Professor/Orlando Regional Med. Center

MARBURY, THOMAS C., M.D., (Univ. of Texas-Houston)
Clinical Assistant Professor/Orlando Regional Med. Center

TARRANT, DARRELL G., M.D., (University of Kentucky)
Clinical Assistant Professor/Gainesville

Oncology

ELFENBEIN, GERALD J., M.D., (Johns Hopkins)
Associate Professor of Medicine and Immunology and Medical Microbiology

McCARLEY, DEAN L., M.D., (Duke University)
Assistant Professor and Associate Chief of Staff for Ambulatory Care/VAMC

MILLER, ALAN M., M.D., Ph.D., (University of Miami)
Assistant Professor

OBLON, DAVID J., M.D., (University of Pennsylvania)
Associate Professor

* WEINER, ROY S., M.D., (SUNY-Downstate)
Professor and Chief;
Professor of Immunology and Medical Microbiology

ZUCALI, JAMES R., Ph.D., (New York Univ.)
Associate Professor

Volunteer Faculty

CUSUMANO, CHARLES L, M.D., (Georgetown Univ.)
Clinical Associate Professor/Gainesville

STECHMILLER, BRUCE K., M.D., (Johns Hopkins)
Clinical Assistant Professor/Gainesville

Pulmonary Medicine

* BLOCK, A. JAY, M.D., (Johns Hopkins)
Professor and Chief and Professor of Anesthesiology

BLOCK, EDWARD R., M.D., (Johns Hopkins)
Professor of Medicine and Associate Chief of Staff for Research/VAMC

CICALE, MICHAEL J., M.D., (Georgetown University)
Assistant Professor

GONZALEZ-ROTHI, RICARDO J., M.D., (New York Univ.)
Associate Professor

HARMAN, ELOISE M., M.D., (Johns Hopkins)
Professor

* HARRIS, J. OCIE, M.D., (University of Mississippi)
Professor and Chief/VAMC

HART, C. MICHAEL, M.D., (Univ. of Alabama-Birmingham)
Instructor

PATEL, JAWAHARLAL M., Ph.D., (Marathawanda University)
Associate Research Scientist

RYERSON, EUGENE G., M.D., (New Jersey Medical School)
Associate Professor

Volunteer Faculty

AUERBACH, DAVID, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

GREENBERG, ROBERT A., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

HENDERSON, FRANK W., M.D., (Jefferson Med. Col.)
Clinical Assistant Professor/Lake City

JACKLER, IRA M., M.D., (University of Oklahoma)
Clinical Associate Professor/JHEP/Jacksonville

REID, RICHARD A., M.D., (Indiana University)
Clinical Associate Professor/JHEP/Jacksonville

SCHOONOVER, GEORGE A., M.D., (Penn State Univ.)
Clinical Assistant Professor/JHEP

SNYDER, ROBERT C., M.D., (Univ. of Pittsburgh)
Clinical Assistant Professor/Orlando Regional Med. Center

WYNNE, JAMES W., M.D., (Cornell University)
Clinical Associate Professor/Gainesville

VARRAUX, ALAN R., M.D., (Temple Univ.)
Clinical Assistant Professor/Orlando Regional Med. Center

NEUROLOGICAL SURGERY

* ARCE, CARLOS A., M.D., (Cayetano Heredia Univ., Peru)
Assistant Professor/JHEP

* CASSISI, JEFFREY E., Ph.D., (University of Florida)
Assistant Research Scientist and
Assistant Research Scientist, Clinical Psychology

DAY, ARTHUR L., M.D., (Louisiana State University)
Professor

DUHAIME, ANN—CHRISTINE, M.D., (Univ. of Pennsylvania)
Assistant Professor

FAILLACE, WALTER, M.D., (Univ. di Roma)
Assistant Professor/JHEP

FRIEDMAN, WILLIAM A., M.D., (Ohio State University)
Associate Professor; Associate Professor, Neuroscience

MICKLE, J. PARKER, M.D., (Vanderbilt University)
Professor and Professor, Pediatrics

NGUYEN, TAI QUYEN, M.D., (University of Saigon)
Associate Professor and Associate Chairman/JHEP

REID, STEVEN A., M.D., (University of Florida)
Assistant Professor of Neurological Surgery and
Neuroscience; and Chief/VAMC

REIER, PAUL J., Ph.D., (Casewestern Reserve)
Eminent Scholar and Professor of Neuroscience

RHOTON, ALBERT L., JR., M.D., (Washington University)
R. D. Keene Family Professor and Chairman

RITZ, LOUIS A., Ph.D., (University of Florida)
Assistant Professor and
Assistant Professor of Neuroscience

Volunteer Faculty

BOGGS, J. SCOTT, M.D., (University of Michigan)
Clinical Assistant Professor/JHEP/Jacksonville

CAUTHEN, JOSEPH C., M.D., (Duke University)
Clinical Associate Professor/Gainesville

FREEMAN, JAMES V., M.D., (University of Tennessee)
Clinical Assistant Professor/Gainesville

GARCIA-BENGOCHEA, FRANCISCO, M.D., (Tulane University)
Distinguished Service Professor Emeritus/Gainesville

GOMEZ, JAIME G., M.D., (National Univ. of Colombia)
Adjunct Professor/Gainesville

HUDSON, CALVIN H., M.D., (University of Tennessee)
Clinical Associate Professor/JHEP/Jacksonville

KAPLAN, BARRY J., M.D., (Univ. of Florida)
Clinical Assistant Professor/Ocala

MAULDIN, RONALD L., M.D., (University of N.C.)
Clinical Assistant Professor/Gainesville

SCOTT, THOMAS E., M.D., (Univ. of Tennesse)
Clinical Professor/Daytona Beach

TWEED, CLYDE G., M.D., (Duke Univ.)
Clinical Associate Professor/Daytona Beach

ZEAL, ARNOLD A., M.D., (University of Manitoba)
Clinical Instructor/JHEP/Jacksonville

ZENGEL, JANET B., Ph.D., (Univ. of Miami)
Adjunct Associate Professor/Gainesville

NEUROLOGY

BAUER, RUSSELL, Ph.D., (Pennsylvania State Univ.)
Associate Professor and Associate Professor of
Clinical Psychology

BOWERS, DAWN, Ph.D., (University of Florida)
Associate Professor and
Associate Professor of Clinical Psychology

DESHUMKH, VINOD D., M.D., (India)
Associate Professor/JHEP

FENNELL, EILEEN M., Ph.D., (University of Florida)
Associate Professor and Associate Professor of
Clinical Psychology

FORMBY, CHARLES C., Ph.D., (Washington University)
Assistant Professor and Assistant Professor of
Communicative Disorders

GONZALEZ-ROTHI, LESLIE, Ph.D., (University of Florida)
Adjunct Associate Professor of Neurology

GREER, MELVIN, M.D., (New York University)
Professor and Chairman of Neurology
and Professor of Pediatrics

GUY, JOHN, M.D., (University of Miami)
Assistant Professor and Assistant Professor of Ophthalmology

HAMMOND, EDWARD J., Ph.D., (University of Florida)
Assistant Professor

* HEILMAN, KENNETH M., M.D., (University of Virginia)
Professor and Director of Neurology

MUSELLA, LILLI, Ph.D., (McGill University)
Assistant Professor

* NADEAU, STEPHEN, M.D., (University of Florida)
Assistant Professor

ROSS, JOHN J., M.D., (Harvard Medical School)
Professor and Professor of Pediatrics

RUSSO, LOUIS S., JR., M.D., (New York University)
Associate Professor and Associate Chairman/JHEP

* SCHMIDT, RICHARD P., M.D., (Univ. of Louisville)
Professor Emeritus; VA Distinguished Physician in Neurology

VALENSTEIN, EDWARD, M.D., (Albert Einstein)
Professor and Chief of Neuromuscular Service

* WARNER, JOSEPH J., M.D., (University of Florida)
Assistant Professor

WATSON, ROBERT T., M.D., (University of Florida)
Professor of Neurology and Neuroscience

* WILDER, BUNA JOE, M.D., (Duke University)
Professor

Volunteer Faculty

BARNHILL, JAMES H., M.D., (University of Florida)
Clinical Assistant Professor/Dunedin

BERCAW, BEAUREGARD L., M.D., (Univ. of Va.)
Clinical Assistant Professor/Clearwater

CUNNINGHAM, RICHARD W., M.D., (Univ. of Florida)
Clinical Assistant Professor of Neurology and Medicine/Gainesville

FEUSSNER, GEORGE G., M.D., (Univ. of Pittsburgh)
Clinical Assistant Professor/Gainesville

FISHER, NORMA P., M.A., (University of Florida)
Joint Associate Professor/Gainesville

GIPSON, AMOS C., M.D., (Vanderbilt University)
Clinical Instructor/Tampa

GREEN, JACOB, M.D., (University of Alabama)
Clinical Associate Professor/JHEP/Jacksonville

HARRISON, THOMAS H., M.D., (Duke University)
Clinical Instructor/Tampa

HAYCOOK, WILLIAM M., M.D., (University of Virginia)
Clinical Assistant Professor/JHEP/Jacksonville

HOWELL, GREGORY J., M.D., (University of Florida)
Clinical Assistant Professor/Ocala

KOHLER, WILLIAM C., M.D., (University of Florida)
Clinical Assistant Professor/Tallahassee

LOPEZ, RAUL L., M.D. (University of Florida)
Clinical Associate Professor/Miami

MAITLAND, CHARLES G., M.D., (St. Louis University)
Clinical Professor/Tallahassee

MALZONE, WILLIAM F., M.D., (University of Florida)
Clinical Assistant Professor/Lakeland

MILLER, BAYARD, D., M.D., (University of Florida)
Clinical Assistant Professor/Pensacola

MOUAT, WILLIAM D., M.D., (University of Pittsburgh)
Clinical Assistant Professor/Gainesville

NEALIS, JAMES, M.D., (University of Miami)
Clinical Assistant Professor/Jacksonville

NG, CHI-KIN, M.D., (Taiwan)
Clinical Assistant Professor/Ocala

QUICK, DONALD T., M.D., (Case Western Reserve)
Clinical Associate Professor/Gainesville

RAY, WALTER F., M.D., (University of Florida)
Clinical Assistant Professor/Ocala

ROTTMANN, ANNE L., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

SCHWARTZ, HARVEY D., M.D., (University of Florida)
Clinical Assistant Professor/Boca Raton

SHAW, DAVID L., M.D., (University of Arkansas)
Clinical Assistant Professor/Pensacola

SLADE, GEORGE F., M.D., (Emory University)
Clinical Assistant Professor/Tallahassee

THORNTON, ROBERT S., M.D., (Emory University)
Clinical Assistant Professor/Pensacola

VROOM, FREDERICK Q., M.D., (University of Florida)
Clinical Associate Professor/Tallahassee

NEUROSCIENCE

* ACHE, BARRY W., Ph.D., (Univ. of California-Santa Barbara)
Professor of Neuroscience and Professor of Zoology

* ANDERSON, PETER A.V., Ph.D., (U. of Calif.-Santa Barbara)
Associate Professor of Neuroscience and
Associate Professor of Physiology

* BATTELLE, BARBARA-ANNE, Ph.D., (Syracuse University)
Associate Professor of Neuroscience

BENNETT, GUDRUN S., Ph.D., (Rockefeller Univ.)
Associate Professor of Neuroscience and
Research Scientist in Zoology

* CHILDERS, STEVEN R., Ph.D., (University of Wisconsin)
Associate Professor of Neuroscience and Pharmacology

* COOPER, BRIAN Y., Ph.D., (University of Iowa)
Assistant Research Scientist of Neuroscience

* DAWSON, WILLIAM W., Ph.D., (Florida State University)
Professor of Neuroscience;
Professor of Ophthalmology and Physiology

* FREUND, GERHARD, M.D., (J. W. Goethe University)
Professor of Neuroscience and Medicine

FRIEDMAN, WILLIAM A., M.D., (Ohio State University)
Associate Professor of Neuroscience and
Associate Professor of Neurological Surgery

* HEATON, MARIETA B., Ph.D., (N.C. State University)
Professor

* HUNTER, BRUCE E., Ph.D., (University of Florida)
Associate Research Scientist of Neuroscience

* LEONARD, CHRISTIANA M., Ph.D., (M.I.T.)
Professor of Neuroscience

* LUTTGE, WILLIAM G., Ph.D., (Univ. of Calif.-Irvine)
Professor and Chairman

* MAHAN, PARKER E., D.D.S., Ph.D.,
(Emory; Univ. of Rochester)
Professor of Neuroscience and
Professor of Basic Dental Sciences

MIDDLEBROOKS, JOHN C., Ph.D.,
(Univ. of Calif.-San Francisco)
Assistant Professor of Neuroscience and
Assistant Professor of Surgery

* MUNSON, JOHN B., Ph.D., (University of Rochester)
Professor of Neuroscience

* REEP, ROGER L., Ph.D., (Michigan State University)
Assistant Professor of Neuroscience and Physiological Sciences

REID, STEVEN A., M.D., (University of Florida)
Assistant Professor of Neuroscience and
Assistant Professor of Neurological Surgery

* REIER, PAUL J., Ph.D., (Case Western Reserve University)
Mark F. Overstreet Professor of Neurological Surgery and
Professor of Neuroscience

RITZ, LOUIS A., Ph.D., (University of Florida)
Assistant Professor of Neuroscience and
Assistant Professor of Neurological Surgery

SHAW, GERARD P.J., Ph.D., (University of London)
Assistant Professor of Neuroscience

STEHOUWER, DONALD J., Ph.D., (Princeton Univ.)
Associate Professor of Neurosciece and Associate Professor of Psychology

SUMNERS, COLIN, Ph.D., (University of Southhampton)
Associate Professor of Neuroscience and Associate Professor of Physiology

* THOMPSON, FLOYD J., Ph.D., (Indiana University)
Associate Professor of Neuroscience and Graduate Coordinator

* ULSHAFER, ROBERT J., Ph.D., (Pennsylvania State Univ.)
Associate Professor of Neuroscience and
Associate Professor of Ophthalmology

* VAN HARTESVELDT, CAROL J., Ph.D., (Univ. of Rochester)
Professor of Neuroscience and Professor of Psychology;
Co-Director, Center for Neurobiological Sciences

* VIERCK, CHARLES J., JR., Ph.D., (Univ. of Florida)
Professor and Director Center for Neurobiological Sciences

* WALKER, DON W., Ph.D., (Texas Christian University)
Professor of Neuroscience

WARNER, JOSEPH J., M.D., (Univ. of Florida)
Assistant Professor of Neuroscience and Assistant Professor of Neurology

* ZENGEL, JANET E., Ph.D., (University of Miami)
Adjunct Associate Professor of Neuroscience and
Adjunct Associate Professor of Neurological Surgery

OBSTETRICS AND GYNECOLOGY

* ABRAMS, ROBERT M., Ph.D., D.D.S., (Univ. of Pa.)
Professor

ALLEN, STEVEN R., M.D., (Washington Univ.)
Clinical Fellow

* BARRON, DONALD H., Ph.D., (Yale University)
Professor

BENRUBI, GUY I., M.D., (SUNY-Brooklyn)
Associate Professor/JHEP

BUCCIARELLI, RICHARD, M.D., (University of Michigan)
Jt. Associate Professor and
Associate Professor of Pediatrics

BUHI, WILLIAM C., Ph.D., (University of Florida)
Assistant Professor

* CATON, DONALD, M.D., (Columbia University)
Jt. Professor and Professor of Anesthesiology

CHAFE, WELDON E., M.D., (Memorial Univ. of Newfoundland)
Associate Professor

CHEGINI, NASSER, Ph.D., (Univ. of Southampton-England)
Assistant Professor

CRUZ, AMELIA C., M.D., (Far Eastern University)
Professor

DOCKERY, J. LEE, M.D., (University of Arkansas)
Interim Dean and Interim Associate Vice President for Clinical Affairs

EITZMAN, DONALD V., M.D., (University of Iowa)
Jt. Professor and Distinguished Service Professor of Pediatrics

FOSSUM, GREGORY T., M.D., (Univ. of Wisconsin)
Assistant Professor

HILL, HUGH M., M.D., (Johns Hopkins)
Professor and Associate Dean for Student and Alumni Affairs

JOHNSON, JOHN W. C., M.D., (Univ. of Virginia)
Professor

KALRA, PUSHPA S., Ph.D., (University of Delhi, India)
Professor

* KALRA, SATYA P., Ph.D., (University of Delhi, India)
Professor

KAUNITZ, ANDREW L., M.D., (Columbia University)
Assistant Professor/JHEP

KELLNER, KENNETH R., M.D., Ph.D., (SUNY-Downstate)
Associate Professor

LANDY, LISA B., M.D., (Case Western Reserve University)
Assistant Professor

McLEAN, FREDERICK W., M.D., (Marquette Univ.)
Visiting Associate Professor

* MAHAN, CHARLES S., M.D., (Northwestern University)
Professor

MASTERSON, BYRON J., M.D., (Washington University)
Professor and Chairman

MORGAN, LINDA S., M.D., (Medical Col. of Pennsylvania)
Associate Professor

NUSS, ROBERT C., M.D., (Thomas Jefferson)
Professor and Division Chief/JHEP

RICHARDS, DOUGLAS S., M.D., (University of Utah)
Assistant Professor

SANCHEZ-RAMOS, LUIS, M.D.,
(Universidad Autonoma Santo Domingo)
Assistant Professor/JHEP

SANG, LANCE A., M.D., (SUNY—Downstate)
Assistant Professor/JHEP

SCHULTZ, GREGORY S., Ph.D., (Oklahoma State Univ.)
Professor

STONE, I. KEITH, M.D., (University of Virginia)
Associate Professor

THOMPSON, ROBERT J., M.D., (Wayne State University)
Prof. and Associate Chairman for Jacksonville Programs/JHEP

WILKINSON, EDWARD J., M.D., (Med. Col. of Wis.)
Jt. Professor and Professor of Pathology

WILLIAMS, R. Stan, M.D., (Univ. of North Carolina)
Assistant Professor

Volunteer Faculty

BAIRD, TIM, M.D., (Univ. of Texas-Galveston)
Clinical Instructor/JHEP/Jacksonville

BANCROFT, JOE W., JR., M.D., (University of Miami)
Clinical Associate Professor/JHEP/Jacksonville

BARNES, H. WADE, M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

BEADLING, LESLIE W., M.D., (Temple University)
Clinical Associate Professor/JHEP/Jacksonville

BYERS, JOHN W., M.D., (University of North Carolina)
Clinical Assistant Professor/JHEP/Jacksonville

CABANISS, MICKI L., M.D., (SUNY—Upstate)
Clinical Associate Professor/Pensacola

CARSON, DORIS N., M.D., (Ohio State University)
Clinical Associate Professor/JHEP/Jacksonville

CHRISTIAN, SAMUEL, M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

DeVANE, GARY W., M.D., (Baylor)
Clinical Associate Professor/Orlando

FERGUSON, KAREN L., M.D., (Univ. of Missouri)
Clinical Assistant Professor/Melbourne

FERRELL, ROGER E., M.D., (Univ. of Florida)
Clinical Associate Professor/JHEP/Jacksonville

FRIEDLINE, DAVID P., M.D., (Temple University)
Clinical Associate Professor/JHEP/Jacksonville

GLENN, J. EUGENE, M.D., (Univ. of North Carolina)
Clinical Associate Professor/JHEP/Jacksonville

HAGEL, DONALD R., M.D., (University of Nebraska)
Clinical Associate Professor/JHEP/Jacksonville

HARDT, NANCY S., M.D., (Loyola Univ.-Stritch Sch. of Med.)
Clinical Assistant Professor/Gainesville

HAYES, JAMES FRANKLIN, JR., M.D., (Univ. of Tenn.)
Clinical Associate Professor/JHEP/Jacksonville

HUDDLESTON, JOHN F., M.D., (Duke University)
Clinical Professor/JHEP/Jacksonville

KIRBY, TAYLOR H., JR., M.D., (George Washington Univ.)
Clinical Associate Professor/Gainesville

MAYER, GEORGE L., M.D., (University of Arkansas)
Clinical Assistant Professor/JHEP/Jacksonville

McCRANIE, PETER A., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

McNEILL, H. WYATT, M.D., (University of Miami)
Clinical Professor/JHEP/Jacksonville

MILLER, HERMAN, JR., M.D., (University of Miami)
Clinical Instructor/JHEP/Jacksonville

MOJADIDI, QUADRATULLAH, M.D., (Kabul University)
Clinical Professor/JHEP/Jacksonville

MYERS, RICHARD L., M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

OBERDORFER, PAUL W., M.D., (Tulane University)
Clinical Associate Professor/JHEP/Jacksonville

PACK, NORMAN W., M.D., (University of Kansas)
Clinical Assistant Professor/JHEP/Jacksonville

PAULK, WILFORD, M.D., (Univ. of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

PHELAN, TIMOTHY M., M.D., (Georgetown University)
Clinical Assistant Professor/JHEP/Jacksonville

PHILLIPS, CURTIS M., M.D., (Medical College of Georgia)
Clinical Professor/JHEP/Jacksonville

PLATOCK, GERALD M., M.D., (Medical College of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

QUINLAN, RAYMOND W., M.D., (Hahnemann Med. College)
Clinical Associate Professor/JHEP/Birmingham, Alabama

ROSIN, ALEXANDER P., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

RUST, WILBUR C., M.D., (Albany Medical College)
Clinical Assistant Professor/JHEP/Jacksonville

SAGER, NEIL, D.O., (Col. of Osteopathic Med. and Surg.)
Clinical Assistant Professor/JHEP/Jacksonville

SCHOENFELD, ORENE, M.D., (University of Florida)
Clinical Associate Professor/Gainesville

SEKINE, KENNETH M., M.D., (Autonoma Universidad, Mex.)
Clinical Assistant Professor/JHEP/Jacksonville

SHAYKH, MARWAN M., M.D., (American Univ. of Beirut)
Clinical Assistant Professor/JHEP/Jacksonville

OPHTHALMOLOGY

BETCHKAL, JANET A., M.D., (Rush University)
Assistant Professor and
Associate Chairman, Jacksonville Programs/JHEP

CASSIN, BARBARA C., M.S., (University of Florida)
Assistant Ophthalmologist

* DAWSON, WILLIAM W., Ph.D., (Florida State Univ.)
Professor

DRIEBE, WILLIAM T., JR., M.D., (University of Virginia)
Assistant Professor

FRIEDMAN, SCOTT M., M.D., (University of Missouri)
Assistant Professor

GUY, JOHN, M.D., (University of Miami)
Assistant Professor

HARGRAVE, PAUL A., Ph.D., (University of Minnesota)
Professor and Eminent Scholar

HAUSWIRTH, WILLIAM W., Ph.D., (Oregon State Univ.)
Professor and Eminent Scholar

HOPE, G. MARION, Ph.D., (University of Florida)
Associate Research Scientist

MCDOWELL, J. HUGH, Ph.D., (Florida State University)
Associate Research Scientist

RUBIN, MELVIN L., M.D., (Univ. of Calif.-San Francisco)
Professor and Chairman

SHERWOOD, MARK B., M.D., (Manchester Univ., England)
Visiting Assistant Professor

STERN, GEORGE A., M.D., (U.C.L.A.)
Associate Professor

Volunteer Faculty

ADAMS, CHARLES, Jr., M.D., (Emory Univ.)
Clinical Assistant Professor/JHEP/Jacksonville

AINSWORTH, WILLIAM N., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

BELYEU, JESSE H., M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

BLOOM, JEFFREY N., M.D., (NYU School of Medicine)
Clinical Associate Professor/JHEP/Jacksonville

CLOWER, JAMES W., M.D., (University of Georgia)
Clinical Assistant Professor/Daytona Beach

DONOVAN, JOHN P., M.D., (Albany Medical College)
Clinical Instructor/JHEP/Jacksonville

DRYFUSS, JOHN A., M.D., (NY Med. College)
Clinical Assistant Professor/Gainesville

DUKES, EARLE T., M.D., (Emory University)
Clinical Assistant Professor/Lakeland

GILBERT, WALTER R., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

GLOTFELTY, JOHN, M.D., (University of Louisville)
Clinical Assistant Professor/Lakeland

HAZOURI, GERALD C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

HERRON, WARREN, M.D., (University of Tennessee)
Clinical Assistant Professor/Pensacola

HONIG, ALAN J., M.D., (Univ. of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

HOUSTON, WILLIAM H., M.D., (University of Georgia)
Clinical Professor/JHEP/Jacksonville

LESTER, ROBERT H., M.D., (Medical College of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

MARSHALL, WALTER H., JR., M.D., (Univ. of Fla.)
Clinical Assistant Professor/Gainesville

NICOLITZ, ERNST, M.D., (University of New Mexico)
Clinical Associate Professor/JHEP/Jacksonville/Gainesville

PATROWICZ, TULLY C., M.D., (University of Miami)
Clinical Assistant Professor/Mt. Dora

ROBBINS, JAMES E., M.D., (Emory University)
Clinical Assistant Professor/Gainesville

ROSE, HOWARD N., M.D., (Chicago Medical School)
Clinical Professor/JHEP/Jacksonville

SCHNAUSS, ROY H., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

SIMMONS, RICHARD L., M.D., (Indiana University)
Clinical Assistant Professor/JHEP/Jacksonville

SMITH, DONALD L., M.D., (Jefferson Medical College)
Clinical Assistant Professor/Ocala

STAMAN, JAMES A., M.D., (Temple University)
Clinical Assistant Professor/JHEP/Jacksonville

WOLCHOK, EUGENE B., (SUNY-Buffalo)
Clinical Assistant Professor/JHEP/Jacksonville

ORTHOPAEDICS

CHIDGEY, LARRY K., M.D., (Univ. of South Florida)
Assistant Professor

DELL, PAUL C., M.D., (University of Florida)
Professor

* ENNEKING, WILLIAM F., (University of Wisconsin)
Distinguished Service Professor

FRY, RICHARD M., M.D., (Temple University)
Associate Professor

GEAREN, PETER F., M.D., (Loyola-Stritch Med. School)
Assistant Professor

HEARE, TRAVIS C., M.D., (Univ. of Texas)
Assistant Professor

HOROWITZ, MARSHALL, M.D., (University of Basel)
Professor and Associate Chairman for
Jacksonville Programs/JHEP

INDELICATO, PETER A., M.D., (N.Y. Medical College)
Associate Professor

KALEN, VICKI, M.D., (Temple Univ.)
Assistant Professor

MACMILLAN, MICHAEL, M.D., (Univ. of North Carolina)
Assistant Professor

McFARLAND, EDWARD G., M.D., (Univ. of Louisville)
Assistant Professor

MILLER, GARY J., Ph.D., (University of Florida)
Associate Professor/Bioengineering

PETTY, R. WILLIAM, M.D., (University of Arkansas)
Professor and Chairman

SCARBOROUGH, NELSON L., (Medical College of Georgia)
Assistant Professor

SPANIER, SUZANNE S., M.D., (University of Florida)
Associate Professor

TYLKOWSKI, CHESTER M., M.D., (University of Illinois)
Associate Professor

VANDERGRIEND, ROBERT A., M.D., (Univ. of Florida)
Associate Professor

Volunteer Faculty

BITTAR, EDWARD S., M.D., (Temple Univ.)
Clinical Assistant Professor/Palm Bay

GILLESPY, THURMAN, JR., M.D., (Jefferson Medical Col.)
Clinical Instructor/Daytona Beach

LANCASTER, STEVEN J., M.D., (Medical College of Virginia)
Clinical Instructor/JHEP/Jacksonville

MARSH, BURTON W., M.D., (University of Florida)
Clinical Instructor/Ocala

POWELL, RODGER, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

SLATTERY, JAMES B., M.D., (University of Florida)
Clinical Instructor/Gainesville

TESSLER, RICHARD H., M.D., (Univ. of Miami)
Clinical Assistant Professor/New Smyrna Beach

VAUGHEN, JUSTINE L., M.D., (Temple University)
Clinical Assistant Professor/Gainesville

WALLACE, PAUL F., M.D., (University of Chicago)
Clinical Assistant Professor/St. Petersburg

PATHOLOGY AND LABORATORY MEDICINE

* BAER, HERMAN, M.D., (University of Basel, Switzerland)
Director of Clinical Microbiology; Director of Autopsy
and Prof. of Pathology and Immunology and Medical Microbiology

BALLINGER, WILLIAM E., M.D., (University of Florida)
Professor and Chief of Neuropathology/VAMC

BERTHOLF, MARSHA F., M.D., (Univ. of North Carolina)
Instructor

BERTHOLF, ROGER L., M.D., (Univ. of Virginia)
Assistant Professor

* BRAYLAN, RAUL C., M.D., (Buenos Aires Medical School)
Professor and Director of Flow Cytometry Core Laboratory and
Hemapathology

* CRANDALL, CATHERINE A., Ph.D., (Purdue University)
Professor

* CROKER, BYRON P., M.D., Ph.D., (Duke University)
Associate Professor and Chief of Laboratory Services/VAMC

* DONNELLY, WILLIAM H., M.D., (University of Ottawa)
Professor and Professor of Pediatrics

DUQUE, RICARDO E., M.D.,
(Universidad Nacional de Columbia)
Assistant Professor

GOLDSTEIN, JEFFREY D., M.D., (Emory Sch. of Medicine)
Assistant Professor/JHEP

GOODENOW, MAUREEN M., Ph.D., (Albert Einstein College)
Assistant Professor

* GRAMS, RALPH R., M.D., (University of Minnesota)
Professor

GREGORIOS, JOCELYN B., M.D.,
(Univ. of Santo Thomas, Philippines)
Associate Professor

* HACKETT, RAYMOND L, M.D., (University of Vermont)
Professor; Associate Chairman and Director of Administration
and Education

HARDY, NED M., M.D., (University of Florida)
Associate Professor/JHEP

HOOD, C. IAN, M.B., Ch.B., (University of Liverpool)
Professor

* KAO, KUO-JANG, M.D., Ph.D., (National Taiwan Univ.; Duke)
Assistant Professor and Director of Blood Bank

KASTERN, WILLIAM H., Ph.D., (Marquette Univ.)
Assistant Professor

KHAN, SAEEDUR R., Ph.D., (Univ. of Florida)
Assistant Professor

* KIMURA, ARTHUR K., Ph.D., (U.C.L.A.)
Associate Professor

KITCHENS, CRAIG, M.D., (University of Florida)
Professor and Professor of Medicine

* KLEIN, PAUL A., Ph.D., (University of Florida)
Professor and Director of Hybridoma Core Laboratory

* MACLAREN, NOEL K., M.B., Ch.B., (University of Otago)
Professor of Pathology and Pediatrics and
Chairman of Pathology and Laboratory Medicine

MASOOD, CHAHLA, M.D., (Shiraz Univ. Sch. of Med., Iran)
Assistant Professor/JHEP

MONTEIRO, CARMELA, M.D., (Univ. do Estado da Guanabara)
Assistant Professor/JHEP

* MOSCOVICI, CARLO, Ph.D., (University of Rome)
Professor of Pathology and Immunology and
Medical Microbiology/VAMC

* MOSCOVICI, M. GIOVANNELLA, Ph.D., (University of Rome)
Assistant Professor

* NORMANN, SIGURD J., M.D., Ph.D., (Univ. of Washington)
Professor and Chief of Cardiac Pathology

OSTROWSKI, MARY L., M.D., (Tufts University)
Assistant Professor/JHEP

* PECK, AMMON B., Ph.D., (University of Wisconsin)
Associate Professor and Director of Pathobiology

PIERSON, K. KENDALL, M.D., (New York University)
Prof. and Associate Chairman; Chief of Anatomical Pathology

RAND, KENNETH H., M.D., (Stanford University)
Associate Professor of Pathology, Immunology and Medical
Microbiology, and Dir. of Clinical Microbiology and Virology

RHATIGAN, RONALD M., M.D., (University of Iowa)
Prof. and Associate Chairman for Jacksonville Programs/JHEP

RILEY, WILLIAM J., M.D., (University of Kentucky)
Associate Professor and Director of Clinical Chemistry

* SCORNIK, JUAN C., M.D., (Univ. of La Plata, Argentina)
Professor and Chief of Immunogenetics

SHEHI, LORA J., M.D., (Univ. of Kansas)
Instructor

SMITH, LINDA J., Ph.D., (University of Texas-Austin)
Assistant Professor of Pathology and Director of
Molecular Diagnostic Laboratories

WAKELAND, EDWARD K., Ph.D., (University of Hawaii)
Associate Professor

WILKINSON, EDWARD J., M.D., (Marquette University)
Professor

WINTER, WILLIAM E., M.D., (Loyola University)
Assistant Professor

Volunteer Faculty

BERNHARDT, HARVEY E., M.D., (Univ. of Louisville)
Clinical Associate Professor/JHEP/Jacksonville

BYER, GEORGE E., M.D., (Temple University)
Clinical Associate Professor/Gainesville

CHAN, MEING SAN, Ph.D., (Polytechnic Inst. of Brooklyn)
Clinical Assistant Professor/JHEP/Jacksonville

LIPKOVIC, PETER, M.D., (Univ. Of Beograd, Yugoslavia)
Clinical Associate Professor/JHEP/Jacksonville

MULLEN, SANFORD, A., M.D., (Columbia University)
Clinical Professor/JHEP/Jacksonville

RYDEN, SALLY E., M.D., (Univ. of Michigan)
Clinical Assistant Professor/Gainesville

PEDIATRICS

Ambulatory Pediatrics

BAILEY, DAVID W., M.D, (McGill University)
Associate Professor/JHEP

DEBUSK, FRANKLIN L., M.D., (Johns Hopkins)
Professor and Chief

DENICOLA, LUCIAN, M.D., (Columbia University)
Associate Professor/JHEP

ELFENBEIN, DIANNE S., M.D., (Johns Hopkins)
Assistant Professor

GOUDARZI, TAJVAR, M.D., (Tehran Medical School)
Assistant Professor/JHEP

KNIGHT, MATTHEW E., M.D., (Univ. of Iowa)
Assistant Professor

LOFTON, MAUDE B., M.D., (University of Florida)
Assistant Professor/JHEP

NACKASHI, JOHN A., M.D., (University of Florida)
Assistant Professor

PARKHURST, ROBERT, M.D., (Univ. of Michigan)
Associate Professor

SOLER, GLADYS P., M.D., (University of Havana)
Assistant Professor/JHEP

WALASZEK, SHEILA, M.D., (Univ. of Kansas)
Instructor

WEBER, F. THOMAS, M.D., (University of Cincinnati)
Associate Professor

WHITWORTH, JAY M., M.D., (Indiana University)
Associate Professor

Cardiology

ARMSTRONG, GEORGE F., JR., M.D., (Duke)
Associate Professor/JHEP

BAYNE, EDWARD J., M.D., (Medical College of Virginia)
Assistant Professor/JHEP

EPSTEIN, MICHAEL, M.D., (Univ. of Texas-Galveston)
Associate Professor

GESSNER, IRA H., M.D., (University of Vermont)
Professor and Chief

McCRORY, JAMES, M.D., (Tulane University)
Assistant Professor/JHEP

MILLER, ROBERT, M.D., (University of Florida)
Associate Professor and Division Chief/JHEP

SCHIEBLER, GEROLD, L., M.D., Ph.D., (Harvard Univ.)
Professor and Associate Vice President for
Health Affairs for External Relations

VICTORICA, BENJAMIN E., M.D., (Univ. of Cuyo, Argentina)
Professor

WAGMAN, ARMIN J., M.D., (Univ. of Michigan)
Assistant Professor

Endocrinology

ROSENBLOOM, ARLAN L., M.D., (Univ. of Wisconsin)
Professor and Chief

SILVERSTEIN, JANET, M.D., (University of Pennsylvania)
Associate Professor

Epidemiology and Biostatistics

KRISCHER, JEFFREY P., Ph.D., (Harvard University)
Professor and Chief

Gastroenterology

ANDRES, JOEL M., M.D., (SUNY-Buffalo)
Associate Professor and Chief

CYNAMON, HARRY A., M.D., (Univ. of Illinois)
Assistant Professor

Genetics

CANTU, EDUARDO S., Ph.D., (Univ. of Michigan)
Assistant Professor

LAFER, CHARLOTTE Z., M.D., (Col. of Phys. and Surg.)
Associate Professor/JHEP

OSTRER, HARRY, M.D., (Columbia University)
Assistant Professor

WILLIAMS, CHARLES A., M.D., (University of Florida)
Associate Professor and Acting Chief;
Medical Director, Sunland Training Center

Hematology

CASSANO, WILLIAM H., M.D., (Duke University)
Assistant Professor

GRAHAM-POLE, JOHN, M.D.,
(St. Bartholomews Hospital, London)
Associate Professor

GROSS, SAMUEL, M.D., (University of Rochester)
Professor and Chief

JANSSEN, WILLIAM, Ph.D., (SUNY)
Assistant Professor

MEHTA, PAULETTE S., M.D., (Univ. of Louvain)
Associate Professor

* PITEL, PAUL A., M.D., (Brown University)
Assistant Professor/JHEP

Immunology, Infectious Diseases, and Allergy

* AYOUB, ELIA M., M.D., (American Univ. of Beirut)
Professor and Chief

BARRETT, DOUGLAS, M.D., (University of South Florida)
Associate Professor

HUANG, SHIH-WEN, M.D., (National Taiwan University)
Professor

PARYANI, SHARON, M.D., (University of Florida)
Assistant Professor/JHEP

SLEASMAN, JOHN, M.D., (Univ. of Tennesse)
Assistant Professor

Neonatology

BEHNKE, MARYLOU, M.D., (Univ. of Florida)
Assistant Professor

BUCCIARELLI, RICHARD, M.D., (Univ. of Michigan)
Associate Professor and Chief

CHIU, THOMAS T. W., M.D., (Univ. of Hong Kong)
Associate Professor/JHEP

* DRUMMOND, WILLA H., M.D., (Univ. of Pennsylvania)
Associate Professor

EITZMAN, DONALD V., M.D., (Univ. of Iowa)
Distinguished Service Professor

EYLER, FONDA, Ph.D., (University of Florida)
Assistant Professor

FREEDMAN, STEVE A., Ph.D., (Florida State Univ.)
Assistant Professor and Associate Chairman for Management

GARRISON, R. DONALD, M.D., (Univ. of North Carolina)
Assistant Professor/JHEP

HUTCHISON, ALASTAIR A., M.B.Ch.B.,
(University of Aberdeen, Scotland)
Assistant Professor

LILLY, VAN S., M.D., (Med. Univ. of South Carolina)
Assistant Professor/JHEP

LIM, MARY O., M.D., (Far Eastern University)
Associate Professor/JHEP

NEU, JOSEF, M.D., (Univ. of Wisconsin)
Associate Professor

POLAK, MARK, M.D., (West Virginia Univ. School of Med.)
Instructor

RAWLINGS, D. JAMES, M.D., (University of Utah)
Associate Professor/JHEP

* RESNICK, MICHAEL B., Ed.D., (University of Florida)
Assistant Professor

REYES-LEE, MARTHA E., M.D., (Univ. of El Salvador)
Assistant Professor/JHEP

Nephrology

FENNELL, ROBERT S., III, M.D., (Univ. of Florida)
Professor/Director of Pediatrics Dialysis Unit)

IRAVANI, ABDOLLAH, M.D., (Tehran University)
Associate Professor

LEVIN, SIDNEY, M.D., (Baylor University)
Professor and Associate Chairman for
Jacksonville Programs/JHEP

NEIBERGER, RICHARD, M.D., (Univ. of Louisville)
Assistant Professor

* RICHARD, GEORGE A., M.D., (University of Pittsburgh)
Professor and Chief and Associate Chairman

TOLAYMAT, ASAD, M.D., (Damascas School of Medicine)
Associate Professor/JHEP

Neurology

HENDRICKSON, JO MARY, Ph.D., (George Peabody College)
Assistant Professor

ROSS, JOHN J., M.D., (Harvard University)
Professor and Chief

Pediatric Research

KUTSCHE, LYNN, M.D., (University of Michigan)
Assistant Professor

* VAN MIEROP, L.H.S., M.D., (St. Univ. of Leiden)
Professor and Interim Chairman

Pulmonary

CHESROWN, SARAH, M.D., (Med. College of Virginia)
Associate Professor and Chief

STECENKO, ARLENE A., M.D.,
(Univ. of Manitoba, Winnepeg, Canada)
Associate Professor

VISNER, GARY, D. O., (Michigan State Univ.)
Instructor

Volunteer Faculty

ALEXANDER, GREGOR, M.D., (Juveriana University)
Clinical Assistant Professor/Longwood

ANDERSEN, TORSTEN, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

AXLEY, JOHN, M.D., (University of Maryland)
Clinical Assistant Professor/PEP/Pensacola

BAKER, ROY M., M.D., (Emory University)
Clinical Professor/JHEP/Jacksonville

BANKS, JUDITH, M.D., (Univ. of Chicago)
Clinical Instructor/Gainesville

BARTLETT, JOHN, M.D., (University of Florida)
Clinical Assistant Professor/Fort Myers

BELL, WILLIAM R., M.D., (Duke University)
Clinical Professor/Director of
Pediatric Services/PEP/Pensacola

BENSON, ROBERT S., M.D., (Emory University)
Clinical Assistant Professor/PEP/Pensacola

BENTON, CHARLES R., M.D., (Columbia University)
Clinical Assistant Professor/PEP/Pensacola

BLOOM, FREDERICK L., M.D., (Med. Col. of Wisconsin)
Clinical Assistant Professor/Sarasota

BOOTHBY, RICHARD J., M.D., (SUNY-Downstate)
Clinical Associate Professor/JHEP/Jacksonville

BOWERS, JOHN A., M.D., (Med. Col. of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

BRILL, THOMAS M., M.D., (University of Michigan)
Clinical Professor/Gainesville

BULLARD, JOHN F., JR., M.D., (Univ. of Florida)
Clinical Assistant Professor/PEP/Pensacola

BUTSCHER, WILLIAM C., M.D., (Jefferson Med. Col.)
Clinical Professor/Ocala

CARITHERS, CORNELIA M., M.D., (Cornell University)
Clinical Assistant Professor/JHEP/Jacksonville

CARITHERS, HUGH A., M.D., (Emory University)
Clinical Professor/JHEP/Jacksonville

CHIARO, JOSEPH, M.D., (University of Florida)
Clinical Assistant Professor/Orlando

CLEMENT, STEPHEN P., M.D., (Harvard Univ.)
Clinical Assistant Professor/Sarasota

CLUBBS, ROGER C., M.D., (University of Arkansas)
Clinical Assistant Professor/PEP/Pensacola

COHAN, ROBERT H., M.D., (Univ. of North Carolina)
Clinical Associate Professor/PEP/Pensacola

COHEN, JERROLD H., M.D., (University of Tennessee)
Clinical Assistant Professor/PEP/Pensacola

COLYER, ROBERT F., JR., M.D., (Emory University)
Clinical Assistant Professor/JHEP/Jacksonville

CONDRON, COLIN J., M.D., (University of Dublin)
Clinical Associate Professor and
Department Chairman/Orlando

CRANE, JAMES D., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

DAVID, JOSEPH K., M.D., (Duke University)
Clinical Professor/JHEP/Jacksonville

DEEB, LARRY, M.D., (Emory University)
Clinical Assistant Professor/Tallahassee

DELL, GEORGE A., M.D., (St. Louis University)
Clinical Professor/Gainesville

DELLINGER, CHARLES T., M.D., (Univ. of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

ESCHENBURG, CHARLES, M.D., (University of Colorado)
Clinical Assistant Professor/Delray Beach

FLEET, JOEL, M.D., (Tulane University)
Clinical Assistant Professor/JHEP/Jacksonville

FRAME, EUGENE M., M.D., (Temple University)
Clinical Associate Professor/JHEP/Jacksonville

FRASER, DONALD J., M.D., (Hahnemann Med. College)
Clinical Associate Professor/Orlando

GABERTAN, BONIFACIO, M.D., (Univ. of Santo Thomas)
Clinical Instructor/JHEP/Jacksonville

GILLIS, HARRY G., M.D., (University of Florida)
Clinical Assistant Professor/Daytona Beach

GINTER, MYRNA B., M.D., (University of Havana)
Clinical Associate Professor/JHEP/Jacksonville

GIUSTI, VINCENT F., M.D., (University of Pennsylvania)
Clinical Assistant Professor/Orlando

GRANAT, LLOYD E., M.D., (SUNY-Downstate)
Clinical Assistant Professor/JHEP/Jacksonville

GUEDES, BENJAMIN L., M.D., (University of Florida)
Clinical Assistant Professor/Orlando

GUTTERY, EDWIN III, M.D., (University of Louisville)
Clinical Assistant Professor/Fort Myers

GYLAND, STEPHEN P., M.D., (Vanderbilt University)
Clinical Assistant Professor/JHEP/Jacksonville

HABIB, AMID, M.D., (Damascus University)
Clinical Instructor/Orlando

HADLEY, WILLIAM P., M.D., (Duke University)
Clinical Professor/Gainesville

HANSBERRY, WILLIAM E., M.D., (University of Miami)
Clinical Associate Professor/JHEP/Jacksonville

HELLRUNG, JOHN M., M.D., (Univ. of South Florida)
Clinical Assistant Professor/Gainesville

HORN, KENNETH A., M.D., (N.Y. Univ. School of Med.)
Clinical Associate Professor/JHEP/Jacksonville

INGLE, ERON B., M.D., (Tulane Medical School)
Clinical Assistant Professor/Louisiana

IVEY, JOHN F., M.D., (Baylor University)
Clinical Associate Professor/JHEP/Jacksonville

JENKINS, THOMAS G., M.D., (University of Nebraska)
Clinical Assistant Professor/PEP/Pensacola

JONES, JIMMY E., M.D., (University of Tennessee)
Clinical Assistant Professor/PEP/Pensacola

JONGCO, ETHELINDA R., M.D., (Univ. of Philippines)
Clinical Assistant Professor/Kissimmee

JONGKO, GERMELINA R., M.D., (Univ. of Santo Tomas)
Clinical Assistant Professor/PEP/Pensacola

KANAREK, KEITH S., M.D., (Univ. of Witwatersrand)
Clinical Assistant Professor/Tampa

KELLY, WALTER C., M.D., (Temple University)
Clinical Associate Professor/JHEP/Jacksonville

KOHLER, WILLIAM C., M.D., (University of Florida)
Clinical Assistant Professor/Tallahassee

KOKOMOOR, MARVIN L., M.D., (University of Michigan)
Clinical Associate Professor/Gainesville

LANE, JOHN G., JR., M.D., (George Washington Univ.)
Clinical Assistant Professor/JHEP/Jacksonville

LANIER, JAMES C., M.D., (Vanderbilt University)
Clinical Associate Profesor/JHEP/Jacksonville

LASPADA, ANTHONY, M.D., (University of Bologna)
Clinical Assistant Professor/JHEP/Jacksonville

LAZOFF, STEPHEN, M.D., (Boston Univ. Sch. of Med.)
Clinical Associate Professor/JHEP/Jacksonville

LIPMAN, BRIAN, M.D., (Univ. of the Witwatersrand)
Clinical Instructor/Orlando

MALESIC, IRENE E., M.D., (Hahnemann Med. Col.)
Clinical Assistant Professor/JHEP/Jacksonville

MANTILLA, GONZALO, M.D., (University of Florida)
Clinical Assistant Professor/Quito, Equador

MARRIOT, HENRY J., M.D., (Oxford University)
Clinical Professor/St. Petersburg

McGUIRE, CHARLOTTE, M.D., (University of Arkansas)
Clinical Professor/Tallahassee

McINTOSH, CHARLES B., M.D., (Meharry Medical Col.)
Clinical Associate Professor/JHEP/Jacksonville

McWILLIAMS, NEIL E., M.D., (University of Florida)
Clinical Associate Professor/PEP/Pensacola

MIGNEREY, THOMAS G., M.D., (Ohio State University)
Clinical Assistant Professor/PEP/Pensacola

MOORE, MARCUS M., M.D., (Duke University)
Clinical Associate Professor/Fort Myers

MORGAN, WILLIAM C., M.D., (University of Florida)
Clinical Assistant Professor/Sarasota

MORONEY, JOHN D., M.D., (St. Louis University)
Clinical Assistant Professor/Tampa

MOSS, JAMES K., M.D., (Med. Col. of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

O'DANIEL, JOSEPH R., M.D., (Univ. of Kentucky)
Clinical Instructor/PEP/Pensacola

PASHAYAN, MARK, M.D., (Bowman Gray School of Med.)
Clinical Assistant Professor/Gainesville

PATTANI, JAYKUMAR, M.D., (Bombay University)
Clinical Instructor/JHEP/Jacksonville

PERLMAN, M. ALLAN, M.D., (University of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

PICARDI, MERCEDES E., M.D., (University of Puerto Rico)
Clinical Assistant Professor/PEP/Pensacola

PICKENS, JAMES C., M.D., (University of Alabama)
Clinical Assistant Professor/PEP/Pensacola

POLLACK, MICHAEL, M.D., (Albert Einstein)
Clinical Assistant Professor/Orlando

POTTER, NELL W., M.D., (University of Florida)
Clinical Assistant Professor/PEP/Pensacola

POWERS, DAVID W., M.D., (University of Florida)
Clinical Assistant Professor/Inverness

PRICE, MORRIS A., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

RAGLAND, ROBERT B., M.D., (Duke University)
Clinical Assistant Professor/JHEP/Jacksonville

RAPTOULIS, ARTHUR, M.D., (SUNY-Brooklyn)
Clinical Associate Professor/Orlando

REDD, HENRY J., M.D., (Johns Hopkins University)
Clinical Assistant Professor/Lakeland

RITROSKY, JOHN, JR., M.D., (SUNY-Syracuse)
Clinical Associate Professor/Fort Myers

ROSENBERG, STEVEN, M.D., (SUNY-Brooklyn)
Clinical Assistant Professor/Orlando

ROWLEY, SAMUEL D., M.D., (Jefferson Med. Col.)
Clinical Associate Professor/JHEP/Jacksonville

RUSHTON, F. EDWARDS, M.D., (University of Virginia)
Clinical Associate Professor/Tallahassee

SANDERS, SANDY K., M.D., (University of Florida)
Clinical Associate Professor/Gainesville

SCHAFER, WALTER, L., M.D., (Ohio State University)
Clinical Assistant Professor/St. Petersburg

SHASHY, ROBERT A., M.D., (Med. Col. of South Carolina)
Clinical Associate Professor/JHEP/Jacksonville

SIGNER, RICHARD, M.D., (Chicago Medical School)
Clinical Assistant Professor/Orlando

SKINNER, RICHARD G., JR., M.D., (Emory University)
Clinical Professor/JHEP/Jacksonville

SMALLWOOD, DON, M.D., (Indiana Medical School)
Clinical Assistant Professor/Delray Beach

SMITH, EDWARD W. P., M.D., (Ohio State Univ.)
Clinical Associate Professor/JHEP/Jacksonville

SOUD, GARY G., M.D., (Univ. of Barcelona)
Clinical Assistant Professor/JHEP/Jacksonville

THRELKEL, ROBERT, M.D., (Duke University)
Clinical Associate Professor/JHEP/Jacksonville

TOKARSKI, PENELOPE, M.D., (Loyola University)
Clinical Instructor/Orlando

TOWNSEND, JAMES W., M.D., (Duke University)
Clinical Professor/JHEP/Jacksonville

VINSON, ROBERT H., M.D., (Univ. of North Carolina)
Clinical Professor/Vero Beach

WALKER, JAMES W., M.D., (University of Tennessee)
Clinical Assistant Professor/JHEP/Jacksonville

WEISE, EDMUND R., M.D., (University of Virginia)
Clinical Instructor/JHEP/Jacksonville

WELTY, PAUL B., M.D., (Tulane University)
Clinical Assistant Professor/St. Petersburg

WESTMARK, EDWARD, M.D., (University of Florida)
Clinical Professor/PEP/Pensacola

WHITCOMB, JOHN H., M.D., (Harvard Medical School)
Clinical Professor/PEP/Pensacola

WHITNEY, RICHARD H., JR., M.D., (University of Alabama)
Clinical Assistant Professor/PEP/Pensacola

WILEY, HENRY E., III, M.D., (Univ. of Florida)
Clinical Assistant Professor/Tampa

WILSON, ROBERT K., M.D., (University of Alabama)
Clinical Assistant Professor/PEP/Pensacola

WOODWARD, PAT, M.D., (Emory University)
Clinical Assistant Professor/Quincy

WORRELL, CYNTHIA, M.D., (University of Arkansas)
Clinical Assistant Professor/PEP/Pensacola

WUBBENA, PAUL F., JR., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

ZAVELSON, THOMAS M., M.D., (Duke University)
Clinical Associate Professor/Gainesville

ZIMMERMAN, DALE, M.D., (University of Florida)
Clinical Assistant Professor/JHEP/Jacksonville

PHARMACOLOGY AND THERAPEUTICS

* BAKER, STEPHEN P., Ph.D., (University of Aston)
Associate Professor

* CHILDERS, STEVEN R., Ph.D., (University of Wisconsin)
Associate Professor

* CREWS, FULTON T., Ph.D., (University of Michigan)
Associate Professor

* GARG, LAL C., Ph.D., (University of Florida)
Professor

* KEM, WILLIAM R., Ph.D., (University of Illinois)
Associate Professor

* MAREN, THOMAS H., M.D., (Johns Hopkins University)
Graduate Research Professor

* MEYER, EDWIN M., Ph.D., (Massachusetts Inst. of Tech.)
Associate Professor

* MUTHER, THOMAS F., Ph.D., (Leeds University)
Associate Professor

* NEIMS, ALLEN H., M.D., Ph.D., (Johns Hopkins Univ.)
Professor and Chairman and Professor of Pediatrics

* ROWE, THOMAS C., Ph.D., (University of Florida)
Assistant Professor

* SCARPACE, PHILIP J., Ph.D., (Univ. of Rochester)
Associate Professor

* SHIVERICK, KATHLEEN T., Ph.D., (Univ. of Vermont)
Professor

* SILVERMAN, DAVID N., Ph.D., (Columbia University)
Professor and Professor of Biochemistry and Molecular Biology; Associate Dean for Academic Affairs and Sponsored Programs

* TU, CHINGKUANG, Ph.D., (University of Miami)
Associate Research Scientist

* VOGH, BETTY P., Ph.D., (University of Florida)
Research Scientist

PHYSIOLOGY

* ANDERSON, PETER A., Ph.D., (St. Andrews Univ., Scotland)
Associate Professor

* CASSIN, SIDNEY, Ph.D., (Univ. of Texas-Galveston)
Professor

* FREGLY, MELVIN J., Ph.D., (University of Rochester)
Graduate Research Professor

* GERENCSER, GEORGE A., Ph.D., (Indiana University)
Professor

* JAEGER, MARC J., M.D., (Univ. of Berne, Switzerland)
Professor

* OTIS, ARTHUR B., Ph.D., (Brown University)
Professor Emeritus

* PHILLIPS, M. IAN, D.Sc., (Univ. of Birmingham, England)
Professor and Chairman

* POSNER, PHILIP, Ph.D., (SUNY-Downstate)
Professor

* RAIZADA, MOHAN K., Ph.D., (Univ. of Kanpur, India)
Professor

* STAINSBY, WENDELL N., Sc.D., (Johns Hopkins Univ.)
Professor

* STEVENS, BRUCE R., Ph.D., (Univ. of California-Los Angeles)
Assistant Professor

* SUMNERS, COLIN, Ph.D., (Univ. of Southampton, England)
Associate Professor

* WOOD, CHARLES E., Ph.D., (U. of California-San Francisco)
Associate Professor

PSYCHIATRY

BARNARD, GEORGE W., M.D., (Univ. of North Carolina)
Professor and Chief, Consultation-Liaison Service

* BLASHFIELD, ROGER K., Ph.D., (Indiana University)
Professor of Clinical Psychology in Psychiatry and
Professor of Clinical Psychology

BURKET, ROGER, M.D., (George Washington Univ.)
Assistant Professor

DEVANE, C. LINDSAY, Pharm.D., (Mercer University)
Associate Professor of Pharmacy Practice in Psychiatry
and Associate Professor of Pharmacy Practice/
Division of Pharmacokinetics

GEFFKIN, GARY, Ph.D., (Univ. of Florida)
Assistant Professor of Clinical Pyschology in Psychiatry

GOBLE, LARRY K., M.S.W., (Ohio State University)
Associate in Psychiatry

GORDON, RICHARD E., M.D., Ph.D., (Univ. of Michigan)
Associate Professor Emeritus

HERJANIC, MARIJAN, M.D., (Univ. of Zagreb, Yugoslavia)
Professor/VAMC

* JOHNSON, SUZANNE B., Ph.D., (SUNY-Stony Brook)
Professor of Clinical Psychology in Psychiatry,
Associate Professor of Clinical Psychology, and Associate
Professor of Pediatrics

KEMPH, JOHN P., M.D., (Ohio State University)
Professor and Chief of Child Psychiatry

* KULDAU, JOHN M., M.D., (Case Western Reserve)
Professor and Interim Chairman; Chief, Social and
Community Psychiatry; Director of Evaluation

MANDOKI, MIGUEL, M.D., (Univ. Autonoma de Mexico)
Assistant Professor/JHEP

MARTIN, CAMILO, M.D., (Univ. Autonoma de Santo Domingo)
Assistant Professor/VAMC

McELROY, ROSS A. Jr., M.D., (Univ. of Texas)
Associate Professor

MAURER, RALPH G., M.D., (Yale University)
Associate Professor and Chief, Child Inpatient Service

MILLER, ERNEST C., M.D., (Tulane University)
Assistant Professor/JHEP

MUNIZ, CARLOS E., M.D., (Havana Univ. Med. Center)
Professor and Chief, Psychiatry Service/VAMC;
Professor of Pharmacy

* PLUTZKY, MAX, M.D., (Havana Univ. Medical Sch.)
Professor and Chief, Adult Psychiatry Outpatient Clinic,
and Professor of Clinical Psychology

RAND, COLLEEN S. W., Ph.D., (Stanford University)
Associate Professor of Psychology in Psychiatry

REID, PARLANE J., M.D., Ph.D, (University of Connecticut)
Associate Professor/VAMC

ROBBINS, MARILYN J., B.S., (Iowa State University)
Associate In Psychiatry

RUFFIN, WILLIAM C., JR., M.D., (Univ. of North Carolina)
Professor, Assistant Dean and Chief of Staff, Shands Hospital

STEWART, JONATHAN T., M.D., (University of South Florida)
Associate Professor/VAMC

TINGLE, DAVID, M.D., (University of Sheffield, England)
Associate Professor and Chief, Adult and Adolescent
Inpatient Service

VERA, MARIA I., M.S.W., Ph.D., (University of Kansas)
Assistant Professor of Social Work in Psychiatry

* VOELLER, KYTJA S., M.D., (Columbia Univ.)
Associate Professor of Psychiatry

WARE, MICHAEL, M.D., (Eastern VA Medical School)
Assistant Professor

Volunteer Faculty

ANO, NELITA R., M.D., (University of Florida)
Clinical Instructor/South Daytona

ARANETA, ENRIQUE, M.D., (University of Philippines)
Clinical Associate Professor/Jacksonville

ASHAMALLA, MEDHAT G., M.D., (U. of Alexandria, Egypt)
Clinical Assistant Professor/US Military Service

BARTUCCI, ROBERT J., M.D., (Rush College)
Clinical Assistant Professor/Gainesville

BRADLEY, EDWARD T., M.D., (Ohio State Univ.)
Clinical Assistant Professor/Gainesville

BUCHHOLZ, ROBERT A., M.D., (University of Florida)
Clinical Assistant Professor/Fort Myers

BURSEN, JON, M.D., (Univ. Tennessee School of Medicine)
Clinical Assistant Professor/Gainesville

CARRERA, FRANK, III, M.D., (Emory University)
Clinical Associate Professor/Gainesville

CASSISI, ELAYNE E., M.D., (University of Miami)
Clinical Assistant Professor/Gainesville

CERRA, DOMINGO, M.D., (University of Guadalajara)
Clinical Assistant Professor/Ocala

DEAN, STANLEY R., M.D., (University of Michigan)
Clinical Professor/Miami

DIRECTOR, KENNETH L., M.D., (Albany Medical College)
Clinical Associate Professor/Vero Beach

DUNHAM, GARY R., J.D., (University of Florida)
Clinical Assistant Professor/Gainesville

FELLOWS, CHERYL WOLF, (Univ. of South Florida)
Clinical Instructor/Largo

FULLER, ARTHUR K., (Med. College of Georgia)
Clinical Assistant Professor/Georgia

GFELLER, EDUARD, (Universitat Bern, Switzerland)
Clinical Professor/Orlando

GOSSINGER, GARY T., M.D., (University of Michigan)
Clinical Assistant Professor/Gainesville

GREENBERG, SAMUEL I., M.D., (University of Chicago)
Clinical Professor/Gainesville

HALL, RICHARD C., M.D., (University of Florida)
Clinical Professor/Orlando

HANKINS, GARY C., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

KANTER, GARY L., M.D., (University of Rochester)
Clinical Assistant Professor/Gainesville

KOLIN, IRVING S., M.D., (SUNY-Upstate)
Clinical Associate Professor/Orlando

LANGEE, HARVEY R., M.D., (Stanford University)
Clinical Assistant Professor/Gainesville

LEE, WYNELL, M.Ed., (Univ. of Florida)
Clinical Instructor/Gainesville

LLINAS, JOSE J., M.D, (Havana Univ. Med. School)
Clinical Professor/Gainesville

McMAHON, ELIZABETH A., Ph.D., (University of Florida)
Clinical Assistant Professor/Gainesville

MEADOWS, RICHARD L., M.D., (University of Florida)
Clinical Assistant Professor/Clearwater

MEDRANO, PETER P., M.D., (Univ. of Nuevo Leon, Mexico)
Clinical Assistant Professor/Valdosta, GA

MHATRE, UMESH, M.B.B.S., (Univ. of Bombay, India)
Clinical Assistant Professor/Lake City

MOSKOVITZ, RICHARD A., M.D., (Harvard)
Clinical Associate Professor/Ocala

NELSON, JOHN F., M.D., (University of Florida)
Clinical Instructor/Gainesville

SALL, DAVID L., M.D., (Thomas Jefferson University)
Clinical Assistant Professor/Jacksonville

SPRINGER, PHILIP K., M.D., (University of Mississippi)
Clinical Assistant Professor/Gainesville

STEIN, JOEL M., M.D., (University of Florida)
Clinical Assistant Professor/Jacksonville

SULLWOOD, ARTHUR F., M.D., (Louisiana State Univ.)
Clinical Assistant Professor/Ocala

TABOADO, VIOLA Y., M.D., (Cebu Institute of Technology)
Clinical Instructor/Crystal River

WELLBORN, WALTER H., JR., M.D., (Emory University)
Clinical Professor/Tarpon Springs

ZEBOOKER, EDWARD B., D.O., (Phila. Col. of Osteopathic Med.)
Clinical Assistant Professor/Macclenny

RADIATION ONCOLOGY

AMORNMARN, RUMPA, M.D., (Siriraj Med. School)
Associate Professor/JHEP

* BOVA, FRANCIS J., Ph.D., (University of Florida)
Assistant Professor

BRANT, TIMOTHY A., M.D., (University of Florida)
Assistant Professor

EWALD, LINDA M., M.S., (University of Florida)
Assistant in Radiology

FITZGERALD, LAWRENCE T., Ph.D., (University of Florida)
Associate Professor

KALBAUGH, KEVIN J., M.S., (University of Florida)
Assistant in Radiology

MARCUS, ROBERT B., JR., M.D., (University of Florida)
* Associate Professor

MENDENHALL, NANCY P., M.D., (University of Florida)
Assistant Professor

MENDENHALL, WILLIAM M., M.D., (Univ. of South Florida)
Associate Professor

* MILLION, RODNEY R., M.D., (Indiana University)
Professor and Chairman

MITCHELL, THOMAS P., M.S., (Louisiana Poly. Univ.)
Assistant in Radiology

PARSONS, JAMES T., M.D., (Duke University)
Associate Professor

PREMPREE, THONGBLIEW, M.D., Ph.D., (Siriraj Med. Sch., Thailand)
Professor and Chairman/JHEP

STEELY, KENNETH L., Jr., M.S., (University of Kentucky)
Assistant in Radiology

RADIOLOGY

* AGEE, O. FRANK, M.D., (L.S.U.-New Orleans)
Professor

AKINS, E. WILLIAM, M.D., (University of Florida)
Assistant Professor

ALEXANDER, ARCHIE, M.D., (Univ. of Texas)
Assistant Professor/JHEP

* ANDREW, E. RAYMOND, Ph.D., (Cambridge, England)
Graduate Research Professor

BRADSHAW, JAMES A., M.D., (Med. Col. of Virginia)
Assistant Professor/JHEP

BRATEMAN, LIBBY, Ph.D., (University of Florida)
Assistant Professor

BRIGGS, RICHARD W., Ph.D., (University of Arkansas)
Associate Professor

CLAYMAN, DAVID A., M.D., (Wright State Univ.)
Assistant Professor/JHEP

CLORE, FORREST C., M.D., (University of Michigan)
Associate Professor/VAMC

COUCH, MARGARET W., Ph.D., (University of Florida)
Assistant Research Professor/VAMC

CUMMING, WILLIAM A., M.D., (Univ. of Toronto)
Associate Professor

DRANE, WALTER E., M.D., (Emory Univ.)
Associate Professor, Director, Nuclear Medicine

FELMAN, ALVIN, M.D., (Univ. of Cincinnati)
Adjunct Professor/JHEP

FITZSIMMONS, JEFFREY R., Ph.D., (Univ. of Fla.)
Associate Professor

FOTOPOULUS, JOHN P., M.D., (Tufts University)
Professor/JHEP

GILLESPY, THURMAN III, M.D., (Thomas Jefferson)
Assistant Professor

GRANTHAM, JAMES R., M.D., (Univ. of Virginia)
Assistant Professor/VAMC

HAWKINS, IRVIN F., M.D., (University of Maryland)
Professor and Chief, Interventional Radiology

HEARE, MARJORIE, M.D., (Univ. of Texas)
Assistant Professor

KAUDE, JURI V., M.D., (University of Kiel)
Professor and Associate Chairman

LI, KING C.P., M.D., (University of Toronto)
Assistant Professor

MANCUSO, ANTHONY A., M.D., (University of Miami)
Professor

MAO, JINTONG, Ph.D., (Univ. of Florida)
Assistant Professor/VAMC

MARECI, THOMAS H., Ph.D., (Oxford, England)
Associate Professor

MAUDERLI, WALTER, D.Sc., (Fed. Inst. of Technology)
Professor Emeritus

McLELLAN, GAREY E., M.D., (Univ. of Texas-Galveston)
Assistant Professor/JHEP

MILLER, ROBERT I., M.D., (Hahnemann Medical College)
Assistant Professor/JHEP

MLADINICH, CHRIS, D.V.M., (Univ. of Georgia)
Assistant Research Scientist/VAMC

MURAKAMI, MARCIA E., M.D., (Chicago Med. School)
Assistant Professor/JHEP

NORTHROP, H. MARTIN, M.D., (University of Arkansas)
Assistant Professor/JHEP

QUISLING, RONALD G., M.D., (University of Wisconsin)
Professor

RASMUSSEN, JOHN F., M.D., (Univ. of Wisconsin)
Assistant Professor

ROS, PABLO R., M.D., (Universitat Autonoma de Barcelona)
Associate Professor & Director, Abdominal Imaging

SANFORD, E. DONALD, M.S., (University of Alabama)
Assistant in Radiology

SATERFIEL, JAMES L., M.D., (Louisiana State University)
Assistant Professor/VAMC

* SCOTT, KATHERINE N., Ph.D., (University of Florida)
Research Professor/VAMC

SHUKLA, SHAILENDRA S., Ph.D., (Ohio State University)
Assistant Professor

STAAB, EDWARD V., M.D., (University of Minnesota)
Professor and Chairman

STEINBACH, BARBARA, M.D., (Univ. of Pittsburgh)
Assistant Professor

STEINBACH, JEHUDA, M.D., (Johannes Gutenberg, W. Germany)
Associate Professor/VAMC

STORK, JOHN J., M.D., (Georgetown)
Assistant Professor/VAMC

VINES, FREDERICK S., M.D., (University of Virginia)
Prof. and Associate Chairman for Jacksonville Programs/JHEP

VIRAPONGSE, CHATRACHAI, M.D., Ph.D., (Melbourne Univ.)
Associate Professor and Chief/VAMC and Chief, Nuclear Medicine Service/VAMC

* WILLIAMS, CLYDE M., M.D., Ph.D., (Baylor Univ.; Oxford)
Professor/VAMC and Chief, Nuclear Med. Svc./VAMC

WILLIAMS, JONATHAN L., M.D., (Jefferson Med. College)
Professor and Chief Pediatric Radiology

Volunteer Faculty

ANDREWS, EDISON J., M.D., (University of Florida)
Clinical Assistant Professor/Gulf Breeze

BIDGOOD, WILLIS D., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

DELL, J. MAXEY, JR., M.D., (Emory University)
Clinical Assistant Professor/Gainesville

DICKHAUS, ALFRED J., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

ELLIOTT, J. M., M.D., (University of South Florida)
Clinical Assistant Professor/Gainesville

HAWKINS, W. THOMAS, M.D., (U. of Texas-Southwestern)
Clinical Assistant Professor/Gainesville

HILL, JAMES A., M.D, (University of Maryland)
Clinical Assistant Professor/College of Medicine

JOHNSON, JAMES A., M.D., (Emory School of Medicine)
Clinical Assistant Professor/Gainesville

KOVACS, JOSEPH, M.D., (Medical College of Alabama)
Clinical Assistant Professor/Gainesville

McNEELY, GWYN F., M.D., (Univ. of North Carolina)
Clinical Assistant Professor/Gainesville

MUROFF, LAWRENCE, M.D., (Harvard Medical School)
Clinical Professor of Radiology/Tampa

PATLOVICH, MARH, M.D., (Thomas Jefferson)
Clinical Assistant Professor/Gainesville

PETTERSSON, HOLGER T., M.D., (Univ. of Lund)
Adjunct Professor of Sweden

PRABHU, PRASANNA, M.D., (Univ. of Bombay)
Clinical Assistant Professor/JHEP/Jacksonville

PRY, RICHARD, M.D., (Univ. of Utah)
Clinical Assistant Professor/Gainesville

SHAHAN, JOHN S., M.D, (University of Tennessee)
Clinical Assistant Professor/Gainesville

SHUNGU, DICOMA C., Ph.D., (Univ. of Arkansas)
Research Scientist/VAMC

SIRAGUSA, ROY, M.D., (Univ. of Florida)
Clinical Assistant Professor/Ormond Beach

URRUTIA, ENRIQUE, M.D., (Univ. Central Del Caribe)
Clinical Assistant Professor/Temple Terrace, FL

ZEANAH, ROSS, M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

SURGERY

Emergency Medicine

AUGENSTEIN, LYNN, M.D., (Ohio State Univ.)
Assistant Professor/JHEP

FALLON, WILLIAM F., JR., M.D., (Univ. of Massachusetts
Assistant Professor/JHEP

HARWOOD-NUSS, ANN L., M.D., (University of Iowa)
Associate Professor/JHEP

IDRIS, AHAMED H., M.D., (Rush Medical College)
Assistant Professor

JACOB, ANNE M., M.D., (Brown Univ.)
Visiting Assistant Professor

LUTEN, ROBERT C., M.D., (University of Barcelona)
Associate Professor/JHEP

MACMATH, TERRY, M.D., (SUNY-Upstate)
Assistant Professor/JHEP

MELKER, RICHARD J., M.D., Ph.D., (Albert Einstein)
Associate Professor

ORBAN, DAVID J., M.D., (St. Louis University)
Associate Professor and Chief

PETERS, CARL W., M.D., (University of Florida)
Visiting Assistant Professor

VUKICH, DAVID J., M.D., (University of Colorado)
Associate Professor and Division Chief/JHEP

WEARS, ROBERT L., (Johns Hopkins School of Medicine)
Assistant Professor

WOLFRAM, R. WAYNE, (Temple Univ.)
Assistant Professor

Volunteer Faculty

CROWE, DONALD W., M.D., (Indiana University)
Clinical Assistant Professor/Ocala

CURRAN, KAREN B., M.D., (Bowman Gray)
Clinical Assistant Professor

DRESNICK, STEPHEN J., M.D., (University of Miami)
Clinical Assistant Professor/Orlando

EPSTEIN, FREDERICK B., M.D., (Med. Col. of Georgia)
Clinical Assistant Professor/JHEP/Jacksonville

HASSAN, MAJED B., M.D., (Faculty of Med. of Valencia, Spain)
Clinical Instructor/JHEP/Jacksonville

MATHRU, MALI, M.D., (Jawaharlal Institute)
Clinical Associate Professor/JHEP/Jacksonville

PONS, PETER T., M.D., (New Jersey Medical School)
Adjunct Assistant Professor/JHEP/Jacksonville

REISNER, FRANK F., M.D., (Med. Col. of Pennsylvania)
Clinical Assistant Professor/Gainesville

SCHAUBEN, JAY L., D.Phar., (St. Johns Univ. of Pharmacy)
Clinical Assistant Professor/JHEP/Jacksonville

SCHILLINGER, DAVID S., M.D., (Hahnemann Univ.)
Clinical Instructor/JHEP/Jacksonville

WEIMERSKIRCH, EILEEN M., M.D., (Univ. of South Florida)
Clinical Assistant Professor/Fern Park

General Surgery

ALEXANDER, RAYMOND H., M.D., (Duke University)
Professor and Associate Chairman/JHEP

BLAND, KIRBY I., M.D., (University of Alabama)
Professor and Associate Chairman
Director, Residency Program

* COPELAND, EDWARD M., III, M.D., (Cornell University)
The Edward R. Woodward Professor and Chairman

CRUMP, JOHN M., M.D., (University of Missouri)
Assistant Professor/JHEP

DENNIS, JAMES, M.D., (Indiana Univ.)
Assistant Professor

FALLON, WILLIAM F., (Univ. of Massachusetts)
Assistant Professor

FLYNN, TIMOTHY C., M.D., (Baylor University)
Associate Professor/VAMC

FRYKBERG, ERIC R., M.D., (Med. College of Virginia)
Assistant Professor/JHEP

HOCKING, MICHAEL P., M.D., (University of Michigan)
Assistant Professor/VAMC

HOWARD, RICHARD J., M.D., Ph.D., (Yale University)
Professor

PFAFF, WILLIAM W., M.D., (Buffalo University)
Professor and Director, Transplantation Program

ROUT, W. ROBERT, M.D., (University of Louisville)
Associate Professor; Chief of Surgery/VAMC

SEEGER, JAMES M., M.D., (Medical College of Georgia)
Associate Professor/VAMC

SOUBA, WILEY W., Jr., M.D., (University of Texas)
Assistant Professor

VOGEL, STEPHEN B., M.D., (University of Florida)
Associate Professor

WOODWARD, EDWARD R., M.D., (University of Chicago)
Professor

Volunteer Faculty

BEGGS, JOHN H., M.D., (University of Minnesota)
Clinical Associate Professor/Lake City

BENSON, J. ROBERT, M.D., (Washington University)
Clinical Assistant Professor/JHEP/Jacksonville

BOND, JAMES W., M.D., (Indiana University)
Clinical Associate Professor/JHEP/Jacksonville

BROWN, J. BROOKS, M.D., (Tulane University)
Clinical Professor/JHEP/Jacksonville

COFRIN, DAVID A., M.D., (Cornell University)
Clinical Professor/Gainesville

COLLINS, CLYDE M., M.D., (Medical Col. of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

DAY, SAMUEL M., M.D., (Washington University)
Emeritus Assistant Professor/JHEP/Jacksonville

DOLWICK, MELVIN F., D.M.D., Ph.D.,
(Univ. of Kentucky; Va. Commonwealth)
Professor and Chairman/Oral Surgery/Gainesville

FATEMI, AMIR H., M.D., (Pahlavi University)
Clinical Assistant Professor/JHEP/Jacksonville

FECHTEL, ALBERT T., M.D., (Tulane University)
Clinical Instructor/JHEP/Jacksonville

FERGUSON, EMMET F., M.D., (Medical Col. of Georgia)
Clinical Professor/JHEP/Jacksonville

FERRARA, BERNARD E., M.D., (Univ. of South Carolina)
Clinical Professor/Lake City

FULMER, JACK T., M.D., (Case Western Reserve)
Clinical Assistant Professor/JHEP/Jacksonville

GROOMS, GARY A., M.D., (University of Tennessee)
Clinical Assistant Professor/Gainesville

HAGAN, WAYNE V., M.D., (University of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

HUX, ROBERT H., M.D., (Medical Col. of Virginia)
Clinical Professor/Leesburg

JENKINS, ORVIN, M.D., (University of Florida)
Clinical Associate Professor/Gainesville

LARACH, SERGIO W., M.D., (University of Chile)
Clinical Assistant Professor/Orlando

LORE, CHARLES E., M.D., (University of North Carolina)
Clinical Professor/Gainesville

McDONALD, ANTHONY P., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

MOSELEY, THAD M., M.D., (Vanderbilt)
Clinical Professor/JHEP/Jacksonville

PEARCE, HERBERT R., M.D., (University of Mississippi)
Clinical Assistant Professor/JHEP/Jacksonville

PHILLIPS, CURTIS M., M.D., (Medical College of Georgia)
Clinical Professor/JHEP/Jacksonville

PICKENS, N. EARLE, M.D., (University of Chicago)
Clinical Assistant Professor/Gainesville

REINSTINE, HARRY W., JR., M.D., (Univ. of Virginia)
Clinical Professor/JHEP/Jacksonville

SANTANA, ALBERTO, M.D., (Havana University)
Clinical Associate Professor/JHEP/Jacksonville

SCHEFFER, ROBERT B., D.D.S., (Georgetown Univ.)
Associate Professor and Associate Chairman, Oral Surgery/JHEP/Jacksonville

SHARP, JAMES V., M.D., (Bowman Gray)
Clinical Professor/Lake City

STEPHENSON, SAMUEL E., JR., M.D., (Vanderbilt)
Clinical Professor/JHEP/Jacksonville

STILL, ROBERT H., M.D., (Medical Col. of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

STUBBS, GEORGE M., M.D., (Emory University)
Clinical Associate Professor/JHEP/Jacksonville

THIGPEN, JACK B., JR., M.D., (University of Miami)
Clinical Assistant Professor/JHEP/Jacksonville

VENUS, BAHMAN, M.D., (Univ. of Jandi Shapur, Tehran, Iran)
Clinical Associate Professor/Anesthesiology/Jacksonville

WEBB, STEVEN, M.D., (University of Louisville)
Clinical Assistant Professor/JHEP/Jacksonville

WEINSHELBAUM, EDWARD I., M.D., (Univ. of Chicago)
Clinical Associate Professor/Gainesville

WHELCHEL, C. DAVIS, III, M.D., (Med. Col. of Georgia)
Clinical Associate Professor/JHEP/Jacksonville

YASREBI, HOSEIN, M.D., (University of Tehran)
Clinical Assistant Professor/JHEP/Jacksonville

Otolaryngology

* CASSISI, NICHOLAS J., D.D.S., M.D., (Univ. of Miami)
Professor and Chief and
Professor of Oral Surgery and Dentistry

* MERWIN, GERALD E., M.D., (University of Minnesota)
Professor

MIDDLEBROOK, JOHN C., Ph.D., (Univ. of California)
Assistant Professor of Surgery and Neuroscience

OTTO, RANDAL A., M.D., (University of Missouri)
Assistant Professor

* SINGLETON, GEORGE T., M.D., (Baylor University)
Professor

STRINGER, SCOTT P., (University of Southwestern Texas)
Assistant Professor

Volunteer Faculty

DUBBIN, CLIFFORD B., M.D., (University of Florida)
Clinical Assistant Professor/Orlando

FARRIOR, RICHARD T., M.D., (Duke University)
Clinical Professor/Tampa

FOOTE, PERRY A., JR., M.D., (University of Florida)
Clinical Assistant Professor/Gainesville

MARCUS, JEFFERY M., M.D., (Univ. of Virginia)
Clinical Assistant Professor/Inverness

MOKRIS, MICHAEL S., M.D., (University of Cincinnati)
Clinical Assistant Professor/Orlando

PATE, WILLIAM E., M.D., (University of Miami)
Clinical Assistant Professor/DeLand

ROOKS, JOHN J., JR., M.D., (University of Miami)
Clinical Assistant Professor/Gainesville

SCHWABER, MITCHELL K., M.D., (Baylor Univ.)
Clinical Assistant Professor/JHEP/Jacksonville

SELTZER, H. MICHAEL, JR., M.D., (University of Florida)
Clinical Assistant Professor/Daytona Beach

SMOLANSKY, STEPHEN J., M.D., (Washington University)
Clinical Assistant Professor/JHEP/Jacksonville

Pediatric Surgery

BAGWELL, CHARLES E., M.D., (Bowman Gray)
Assistant Professor

MOLLITT, DANIEL L, M.D., (St. Louis University)
Associate Professor/JHEP

TALBERT, JAMES L., M.D., (Vanderbilt)
Professor and Chief and Professor of Pediatrics

TEPAS, JOSEPH J., III, M.D., (Georgetown University)
Associate Professor

Volunteer Faculty

JONES, JIMMY E., M.D., (University of Tennessee)
Clinical Assistant Professor/Pediatrics/Pensacola

MOAZAM, FARHAT, M.D., (Dow Med. Col., Pakistan)
* Clinical Professor/Pakistan

WILKINSON, ALBERT H., JR., M.D., (Jefferson)
Clinical Professor/JHEP/Jacksonville

Plastic and Reconstructive Surgery

BINGHAM, HAL G., M.D., (University of Kansas)
Professor and Chief

CAFFEE, H. HOLLIS, M.D., (University of Florida)
Professor and Chief/VAMC

MORGAN, BERNARD L., M.D., (Medical School, London)
Professor and Division Chief/JHEP/Jacksonville

SEAGLE, MICHAEL B., M.D., (Vanderbilt University)
Assistant Professor

Volunteer Faculty

ASOKAN, RANGASWAMY, M.D., (Madras Univ., India)
Clinical Assistant Professor/Ocala

BRILL, ROGER T., M.D., (University of Miami)
Clinical Associate Professor/Gainesville

DUNCAN, ROBERT E., M.D., (Indiana University)
Clinical Associate Professor/JHEP/Jacksonville

FURLOW, LEONARD T., JR., M.D., (Washington Univ.)
Clinical Professor/Gainesville

GRAHAM, BRAUN H., M.D., (Indiana Univ.)
Clinical Assistant Professor/Sarasota

HOGUE, ROBERT J., JR., M.D., (University of Oklahoma)
Clinical Associate Professor/Gainesville

KAMAL, ANWAR, M.D., (Chittagong Med. Col., Pakistan)
Clinical Assistant Professor/JHEP/Jacksonville

KAYE, BERNARD L., D.M.D., M.D., (Harvard University)
Clinical Professor/JHEP/Jacksonville

KONOWALCHUK, DAVID P., M.D., (University of Ottawa)
Clinical Assistant Professor

POSER, JOHN S., M.D., (Northwestern University)
Clinical Instructor/Gainesville

ROSENTHAL, SAMUEL G., M.D., (SUNY-Buffalo)
Clinical Associate Professor/JHEP/Jacksonville

ZOELLER, THOMAS L., M.D., (Rush Medical College)
Clinical Assistant Professor/Ocala

Thoracic and Cardiovascular Surgery

ALEXANDER, JAMES A., M.D., (Duke University)
Professor and Chief and Professor of Pediatrics

CEITHAML, ERIC L., M.D., (Case Western Reserve)
Associate Professor and Chief/JHEP

KNAUF, DANIEL G., M.D., (Northwestern University)
Associate Professor

MAYFIELD, WILLIAM R., M.D., (Medical Col. of Georgia)
Assistant Professor

RUMISEK, JOHN D., M.D., (Baylor College of Medicine)
Associate Professor/JHEP

STAPLES, EDWARD D., M.D., (University of South Florida)
Assistant Professor

Volunteer Faculty

COUSAR, JAMES E., III, M.D., (Johns Hopkins)
Clinical Associate Professor/JHEP/Jacksonville

DAVIS, JAMES M., M.D., (Harvard University)
Clinical Assistant Professor/JHEP/Jacksonville

GERTNER, HAROLD R., JR., M.D., (Univ. of Florida)
Clinical Associate Professor/Gainesville

KOSTER, JOHN K., JR., M.D., (University of Kentucky)
Clinical Associate Professor/JHEP/Jacksonville

NESMITH, MARSH A., M.D., (Duke University)
Clinical Professor/Gainesville

NUNN, DANIEL B., M.D., (University of South Carolina)
Clinical Associate Professor/JHEP/Jacksonville

RAYL, JOHN E., M.D., (University of Louisville)
Clinical Associate Professor/Lake City

RIVERA-SANTIAGO, RENE, B.S., (Johns Hopkins)
Assistant in Surgery/Gainesville

SMITHWICK, WALTER, III, M.D., (Vanderbilt)
Clinical Assistant Professor/JHEP/Jacksonville

SNYDER, HAROLD E., M.D., (Vanderbilt)
Clinical Associate Professor/JHEP/Jacksonville

WESLEY, ROBERT L., M.D., (Duke University)
Clinical Assistant Professor/Gainesville

Urology

DRYLIE, DAVID M., M.D., (Bowman Gray)
Professor and Chief

EPSTEIN, HOWARD B., M.D., (Univ. of Florida)
Assistant Professor/JHEP

KLIMBERG, IRA W., M.D., (University of Miami)
Assistant Professor

LATTIMER, JON K., M.D., (Dartmouth Col., Columbia Univ.)
Assistant Professor and Division Chief/JHEP

NEWMAN, ROBERT C., M.D., (Oklahoma University)
Associate Professor

SWARTZ, DOUGLAS A., M.D., (University of Texas)
Assistant Professor/JHEP

WAJSMAN, ZEV, M.D., (Hadassah Medical School)
Professor

WALKER, R. DIXON, III, M.D., (University of Miami)
Professor of Surgery and Pediatrics

Volunteer Faculty

ACKERMAN, EDWARD, M.D., (Wayne State University)
Clinical Associate Professor/Winter Park

DEARDOURFF, STEPHEN L., M.D., (Ohio State)
Clinical Associate Professor/Gainesville

DETURE, FRANCIS A., M.D., (University of Florida)
Clinical Assistant Professor/Winter Park

DINEEN, MARTIN K., M.D., (Louisiana State Univ.)
Clinical Assistant Professor/Daytona Beach

HUNTER, PATRICK T., III, M.D., (Vanderbilt Univ.)
Clinical Assistant Professor/Orlando

GADDY, CLARK D., M.D., (Univ. of Texas-Southwestern)
Clinical Assistant Professor/Gainesville

GRABLE, MICHAEL S., M.D., (University of Michigan)
Clinical Assistant Professor/Deland

JABLONSKI, DONALD V., M.D., (Wayne State)
Clinical Associate Professor/Winter Park

LEAL, JORGE J., M.D., (University of Florida)
Clinical Assistant Professor/Cocoa

McCULLY, ALVIE C., M.D., (University of Tennessee)
Clinical Associate Professor/Tallahassee

PORTERFIELD, JAMES M., M.D., (Med. Col. of Virginia)
Clinical Assistant Professor/Winter Park

ROLLINS, RALEIGH W., M.D., (Medical Col. of Georgia)
Clinical Assistant Professor/Tallahassee

SAWYER, WILLIAM P., M.D., (University of North Carolina)
Clinical Assistant Professor/Tallahassee

SIROIS, RONALD C., M.D., (University of Florida)
Clinical Assistant Professor

STRINGER, THOMAS F., M.D., (Wayne State University)
Clinical Assistant Professor/Inverness

TIMMONS, JOHN W., M.D., (Ohio State University)
Clinical Assistant Professor/Gainesville

VARMA, JITENDRA, M.D., (GSVM Med. College, Kanpur, India)
Clinical Instructor/Gainesville/VAMC

WEBSTER, ROBERT N., M.D., (Washington University)
Clinical Professor/Tallahassee

YAVARI, MOHAMMED G., M.D., (Pahloui University)
Clinical Assistant Professor/JHEP/Jacksonville

MEDICAL STUDENTS

Class of 1989

Name/Hometown/Residency

AMAYE-OBU, FONS ALEX/River State, Nigeria
Wayne State University Hospital, Detroit, MI

ATZ, ANDREW MARTIN/Jacksonville,FL
The Johns Hopkins Hospital, Baltimore, MD

AVERBACH, JOSEPH BRETT/Casselberry, FL
Orlando Regional Medical Center, Orlando, FL

BANCROFT, JOSIAH WALKER/Jacksonville, FL
University of Texas Health Science Center, San Antonio, TX

BASS, BRIAN EDMOND/Fort Lauderdale, FL
Shands Hospital, Gainesville, FL

BENZA, RAYMOND LEWIS/Ormond Beach, FL
University of Michigan Hospital, Ann Arbor, MI

BEVERLY, BRIAN KEITH/Palm Springs, CA
University of Alabama Hospital, Birmingham, AL

BIGGS, CARINA GUNDE/Palm Beach Gardens, FL
Boston University Hospital, Boston, MA

BRASINGTON, ALLEN THOMAS/Gainesville, FL
Chandler Medical Center, Lexington, KY

BROWN, HAL WAYNE/Okeechobee, FL
Tallahassee Memorial Hospital, Tallahassee, FL

BUCKHANNAN, PAGE LEIGH/Naples, FL
Shands Hospital, Gainesville, FL

CALHOUN, PATRICIA McFALL/Bryson City, NC
St. Vincent's Hospital, Jacksonville, FL

CAMPBELL, SEAN CHRISTIAN/Sarasota, FL
University of Virginia, Charlottesville, VA

CATO, JAMES ALVIN, III/Nashville, TN
Medical College of Georgia, Augusta, GA

COHEN, FRANKLIN STANLEY/North Miami Beach, FL
Montefiore/Albert Einstein Hospital, Bronx, NY

COLETTI, STEVEN MICHAEL/Hollywood, FL
Jackson Memorial Hospital, Miami, FL

COLLINS, CECILIA ANN/Haines City, FL
St. Vincent's Hospital, Jacksonville, FL

DAFTARY, SHOOBA SHASHI/Pensacola, FL
George Washington University Hospital, Washington, D.C.

DANDREA, LORETTA A./State College, PA
University Health Center, Pittsburgh, PA

DANIEL, TIMOTHY B./Belleaire, FL
University of Hawaii, Honolulu, HI

DELL, IOLEEN ALEXIS/Gainesville, FL
Scott and White Hospital, Temple, TX

DIEGO, JORGE MARIO/Miami, FL
Barnes Hospital, St. Louis, MO

EICHLER, CRAIG JEFFERY/Boca Raton, FL
Shands Hospital, Gainesville, FL

EINHAUS, STEPHANIE LORRAINE/Clearwater, FL
University of Tennessee College of Medicine, Memphis, TN

ETKIN, ELIZABETH ANN/Hollywood, FL
Jackson Memorial Hospital, Miami, FL

FELLER, DAVID BRIAN/Dunnellon, FL
University of Florida/Alachua General Hospital, Gainesville, FL

FOTIEO, GREGORY G./Orlando, FL
University of New Mexico School of Medicine, Albuquerque, NM

FRANZ, MICHAEL GEORGE/Miami, FL
University of Michigan Hospital, Ann Arbor, MI

GETELMAN, MARK HOWARD/Miami, FL
Boston University Hospital, Boston, MA

GIBBS, CHARLES PARKER, Jr./Gainesville, FL
University of Colorado School of Medicine, Denver, CO

GILLIAM, MARY CATHERINE/Naples, FL
New England Deaconess Hospital, Boston, MA

GOLDEY, STACIA HAFFNER/Apopka, FL
Orlando Regional Medical Center, Orlando, FL

GRAVENSTEIN, DIETRICH/Gainesville, FL
Shands Hospital, Gainesville, FL

GRUBER, JAMES EDWARD, Jr./Cape Coral, FL
Medical University of South Carolina, Charleston, SC

GUENTZEL, SUSAN MARIE/Franksville, WI
Shands Hospital, Gainesville, FL

HACKER, STEVEN MICHAEL/Plantation, FL
University of Michigan Hospital, Ann Arbor, MI

HAMMOND, ISAAC WILLIAM/Gainesville, FL
Emory University School of Medicine, Atlanta, GA

HANSON, ROBERT EUGENE/St. Petersburg, FL
Bayfront Medical Center, St. Petersburg, FL

HAUTAMAKI, RAYMOND DEAN/Sarasota, FL
Shands Hospital, Gainesville, FL

HENDERSON, MICHELLE/Fort Walton Beach, FL
Shands Hospital, Gainesville, FL

HOLLEY, DANIEL THOMAS/Fort Lee, VA
Chandler Medical Center, Lexington, KY

HSU, SANDRA SHIANG-YING/Gainesville, FL
North Carolina Baptist Hospital, Winston-Salem, NC

HUMMEL, BARRY LEE, Jr./Brighton, NJ
North Carolina Memorial Hospital, Chapel Hill, NC

HUTT, PAMELA JESSE/Boca Raton, FL
University of Utah Affiliated Hospitals, Salt Lake City, UT

JONES, KAREN ELIZABETH/Ravenna, OH
University of Virginia Hospital, Charlottesville, VA

KASPER, MICHAEL E./ Bridgeton, NJ
Shands Hospital, Gainesville, FL

KELLEY, MARK CARLTON/Newberry, FL
Shands Hospital, Gainesville, FL

KNIPE, RICHARD ALAN/Orlando, FL
Orlando Regional Medical Center, Orlando, FL

KUBIET, MARTIN ALAN/Tierra Verde, FL
Shands Hospital, Gainesville, FL

LANDRY, KIM MICHAEL/Jeanerette, LA
Louisiana State University Affiliated Hospitals, New Orleans, LA

LE, PHI-VAN THI/Miami Springs, FL
University of Tennessee College of Medicine, Knoxville, TN

LEIGHTY, SCOTT JAMES/Rochester, NY
Jacksonville Health Education Program, Jacksonville, FL

LEO, RONALD ANTHONY JOSEPH/Clearwater, FL
University of Texas SW Medical School, Dallas, TX

MacKAY, JOHN TAYLOR/Ocala, FL
Florida Hospital, Orlando, FL

McCALL, MICHAEL ALVIN/Milton, FL
Emory University School of Medicine, Atlanta, GA

McCALLUM, PATRICK SEAN/Tampa, FL
Loyola University Medical Center, Maywood, IL

McCROHAN, MICHAEL BERNARD/Boca Raton, FL
McGaw Medical Center/Northwestern University, Chicago, IL

MEURER, DAVID ANDREW/San Antonio, TX
Jacksonville Health Education Program, Jacksonville, FL

MILLER, WILLIAM PERICLES/Eustis, FL
Tallahassee Memorial Hospital, Tallahassee, FL

MINES, MARK HAROLD/Lakeland, FL
Shands Hospital, Gainesville, FL

MOSIER, DENNIS RAMON/Brooksville, FL
Baylor College of Medicine, Houston, TX

MURPHY, TANYA KAYE/DeFuniak Springs, FL
Shands Hospital, Gainesville, FL

NEWCOMB, WILLIAM WARD/Pensacola, FL
Shands Hospital, Gainesville, FL

NUZZO, DANTE VITO/Leesburg, FL
Vanderbilt University Hospital, Nashville, TN

OTEIZA, ELIZABETH ESTHER/Lake City, FL
University of South Florida College of Medicine, Tampa, FL

PALOMINO, LOURDES CRISTINA/Jacksonville, FL
University of Alabama Hospital, Birmingham, AL

PELLE, ANDREA NANCY/Cape Coral, FL
Emory University School of Medicine, Atlanta, GA

PHAM, MAI-ANH/St. Petersburg, FL
Emory University School of Medicine, Atlanta, GA

PITOCCHI, PETER JOHN/Tampa, FL
University of Alabama Hospital, Birmingham, AL

PRESSER, JEFFREY LOUIS/Jacksonville, FL
Franklin Square Hospital, Baltimore, MD

QUINTERO, STEPHEN MARCUS/Miami, FL
Tallahassee Memorial Hospital, Tallahassee, FL

RAMASWAMY, ANNAMALAI/Gainesville, FL
McGaw Medical Center/Northwestern University, Chicago, IL

RAMSHAW, BRUCE JOHN/Cooper City, FL
Georgia Baptist Hospital, Atlanta, GA

RHOTON, ALICE SUE/Gainesville, FL
Shands Hospital, Gainesville, FL

RITROSKY, JOHN DAVID/Fort Myers, FL
Mayo Clinic, Rochester, MN

ROBERTS, ADRIAN PRENTICE/Tallahassee, FL
Oregon Health Science University, Portland, OR

ROBINSON, DAVID NATHANIEL/Lauderhill, FL
Medical College of Virginia, Richmond, VA

SANCHEZ, KRYSTAL DAWN/Brandon, FL
University of South Florida College of Medicine, Tampa, FL

SASLOW, STUART BERNHARD/Miami, FL
University of Utah Affiliated Hospitals, Salt Lake City, UT

SCHIRMER, CHRISTOPHER/Gainesville, FL
Georgetown University Hospital, Washington, D.C.

SEABERG, KAMI LYNNE/Tampa, FL
University of Texas SW Medical School, Dallas, TX

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St. Johns Mercy Hospital, St. Louis, MO

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University of South Florida College of Medicine, Tampa, FL

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University of Louisville School of Medicine, Louisville, KY

SKIDMORE, ROBERT ARTHUR, Jr./Miami, FL
Bethesda Naval Hospital, Bathesda, MD

SLONE, RICHARD MARVIN/Largo, FL
Shands Hospital, Gainesville, FL

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Orlando Regional Medical Center, Orlando, FL

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Shands Hospital, Gainesville, FL

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Alton Oschner Foundation, New Orleans, LA

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Harbor General/UCLA, Los Angeles, CA

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Shands Hospital, Gainesville, FL

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Rush/Presbyterian/St. Lukes Medical Center, Chicago, IL

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Jacksonville Naval Hospital, Jacksonville, FL

TINGLE, WILLIAM JAMES/Gainesville, FL
Shands Hospital, Gainesville, FL

VAZ, GARTH OLSTEIN/Jamaica, W. Indies
Jacksonville Health Education Program, Jacksonville, FL

VOELKER, KIRK GEORGE/Sarasota, FL
Orlando Regional Medical Center, Orlando, FL

WANG, FRANK KAIPING/ Tallahassee, FL
Jacksonville Health Education Program, Jacksonville, FL
WEDDINGTON, CLARISSA H. POWLEY/Tallahassee, FL
Tallahassee Memorial Hospital, Tallahassee, FL
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North Carolina Baptist Hospital, Winston-Salem, NC
WIDICK, MICHAEL PAUL/Cocoa Beach, FL
Vanderbilt University Hospital, Nashville, TN
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Good Samaritan Hospital, Portland, OR
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University Health Center, Pittsburgh, PA
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Jacksonville Health Education Program, Jacksonville, FL
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Jackson Memorial Hospital, Miami, FL
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Framingham Union Hospital, Framingham, MA
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Hershey Medical Center, Hershey, PA

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MYERS, MONICA LYNN/Orange Park, FL
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OLIVER, MARCIA ANN/Wolfville, NS, Canada
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PETERSON, RICHARD KENNETH/Gainesville, FL
PIERCE, JOHN G./Casselberry, FL
PRZYBOCKI, CYNTHIA L./Mt. Clements, MI
QUALGLIA, FRANCESCA/Gainesville, FL
RAMSHAW, DAVID G./Cooper City, FL
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SANDERS, DOUGLAS/Apopka, FL
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SCHILLING, TRACY SHERRY/Miami, FL
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SIEGEL, GARY EDWARD/Miami, FL
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STELNICKI, ERIC JASON/Tarpon Springs, FL
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SULLIVAN, CHRISTOPHER JOHN/Miami, FL
VALADIE, ALAN LEE/Thonotosassa, FL
VALADIE, ARTHUR LEON, III/Thonotosassa, FL
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BARNES, SHARROL ELIZABETH/Panama City, FL
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BERK, JAMES/Jacksonville, FL
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NGUYEN, DANIEL HIEN/Gainesville, FL
OCKERT, CYNTHIA LOUISE/Miami, FL
PALERMO, ELLYN FRANCES/Melbourne Beach, FL
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PROVOST, NICOLE/Longwood, FL
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SALOMON, JETH DeVAGA/St. Petersburg, FL
SANTAMARIA, FRANK/Lake Worth, FL
SARAVANOS, KAREN KOULA/Clearwater, FL
SCHROEPFER, LISA RENEE/Boca Raton, FL
SEFTON, WILLIAM DAVID/Winter Park, FL
SERRA, FERNANDO GREGORIO/Bushnell, FL
SLAYTON, WILLIAM BIRDSALL/Sanibel, FL
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SMITH, SOPHIA RENYA/Tampa, FL
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URBINA, ANTONIO ENRIQUE/Jacksonville, FL
WAPLES, JOHN MICHAEL, Jr./Jacksonville, FL
WARREN, JASON/Quincy, FL
WEISS, LEE EDWARD/Cooper City, FL
ZINDELL, LAURA LEIGH/Ormond Beach, FL

GRADUATE STUDENTS

Name/Hometown

Anatomy and Cell Biology

GONZALEZ-YANES, BEATRIZ/Fajardo, PR
PLUNKETT, JEFFERY ALAN
TEN KATE, VERONICA L./Summit, NJ
WANG, TONGWENG/Wuxi, China
YOW, LEANNE CAROLE/Binghamton,NY

Biochemistry & Molecular Biology

ALLEN, BEVERLY/Birmingham, AL
ANDERS, JOHN/Miami, FL
BODE, BARRIE P./Rapid City, SC
BURKE, MICHAEL GUY/El Paso, TX
CAMPA, MICHAEL JOSEPH/Tampa, FL
CARIAPPA, ROHIT/India
COLLART, DAVID GEORGE/Wood, OH
COURTNEY, BERNARD/Lake County, IL
DOUGALL, WILLIAM C./Frederick, MD
DUGAN, JAN/Saddlebrook, CT
ELMER, LAWRENCE WILLIAM/Leesburg, FL
FAUNCE, WESLEY III/Chester Springs, MD
FIESLER, SCOTT ERWIN/Miami, FL
HARTZOG, PHILIP EDWIN/Bryson City, NC
HECK, ROBERT WILSON/Cincinatti, OH

HORLICK, KENNETH R./Lake Park, FL
HONSTRA, IAN KERST/Merriam, KS
HSU, JAN-LING/Taiwan, China
ING, NANCY HUGHES/Stuart, FL
JEWELL, DAVID A./Detroit, MI
JOLY, JOHN C./Long Beach, NJ
KASSEBAUM, JAMES WEB/West Lafayette, IN
LAINE, RONEY OREN/Mason City, IA
McCORMICK, KIMBERLY/Daytona Beach, FL
PENNINGTON, MICHAEL WILLIAM/Chapel Hill, NC
SCARBOROUGH, PAULA E./Burlington, SC
SHAY, NEIL/Fairfield, CT
TROY, ROBERTA MAXINE/Augusta, GA
WEIDNER, JEFFREY ROBERT/Jacksonville, FL
WONG, WILLIAM T./Mocao, Macao

Immunology & Medical Microbiology

ABDULLAH, NA'EEM ADIB/Lorain, OH
ALI, AHMAD NADEEM/Apopka, FL
BRADY, L. JEANNINE/Summit, N.J.
BRODER, CHRISTOPHER/Palm Bay, FL
BROWN, CHARLES K./Gainesville, FL
CALDWELL, ALLISON L./Jacksonville Beach, FL
CHEAH, ANNA M./Perak, Malaysia
COLLIS, PHILIP S./Gainesville, FL
DESJARDIN, LUCY ELLEN/Gainesville, FL
FELLER, JOYCE A./Gainesville, FL
GHIVIZZANI, STEVEN/Orlando, FL
HEHMAN, GERY L./Ft. Thomas, KY
HINES, MELISSA GALE T./West Field Center, OH
HUIE, MICHAEL A./Daytona Beach, FL
LAWSON, SOBOMABO D./Milwaukee, WI
MASSUNG, ROBERT F./McKeesport, PA
MILLER, NANCIMAE/Chicago, IL
MOREL, LAURENCE M./Gainesville, FL
MORRIS, TIMOTHY DWIGHT/Doraville, GA
MUISE, ROBIN C./Gainesville, FL
NEWTON, BRUCE/Gulf Breeze, FL
NGUYEN, MINH-THANH T./Orlando, FL
RAMSEY, ANNA LOUISE/Miami, FL
RENEGAR, KATHRYN/Flintstone, GA
SCHRIMSHER, JAMES M./Loudon, TN
SCOTT, EDWARD W./Seminole, FL
TOWNSEND, PATRICIA D./Gainesville, FL
VAN GINKEL, PAUL R./Amersterdan, Netherlands
WARD, CAROL DIANE/Jacksonville, FL
WILLIAMS, LISA RENEE/Oakland Park, FL
ZAMBETTI, GERARD PAUL/Marietta, GA

Neuroscience

BAO, JIAN X./Nanjing, China
BERRIDGE, CRAIG WILLIAM/Woodland Hills, CA
BIELECKI, GAIL/Gainesville, FL
CHOU, YUN-CHIA/Taipei, Hsien, Taiwan
ERRANTE, LAURA/Norfolk, VA
FRIEDMAN, ROBERT M./New York City, NY
HONG, SO—EUN/Seoul, Korea
JAKEMAN, LYN BURRELL/Rexford, NY
KALEHUA, AUDREY N./Gainesville, FL
LEE, NANCY RUTH/Baltimore, MD
LUCAS, CHRISTOPHER/Winter Park, FL
MAKOUS, JAMES C./Rochester, NY
MOSIER, DENNIS R./Brooksville, FL
NUTTER, THOMAS JOEL/Wichita, KS
PACHECO, MARY/Largo, FL
RAY, LINDA RUTH/Knoxville, TN
SCHRIMSHER, GREGORY/Loudon, TN
SCHULMANN, DIANA/Moorestown, NJ
SHERRY, DAVID MATTHEW/Lawrence, KS
SMOTHERS, CORRIGAN/Boligee, AL
SOSA, MARIA/Ponce, PR
SWANSON, DOUGLAS J./Mt. Prospect, IL
TREMWELL, MARGARET/Utica, NY
WEBSTER, ELIZABETH/Fairmont, NC
WINIALSKI, DAVID L./Ft. Lauderdale, FL
WIRTH, EDWARD/Cook, IL
YEOMANS, DAVID C./Rochester, NY
ZIDANIC, MICHAEL/Pittsburg, PA

Pathology & Laboratory Medicine

ADAMS, STEVEN WADE/Davis, CA
ANDERSON, JEFFREY TODD/Morgantown, WV
BOEHME, STEFEN A./Rivervale, NJ
BOYER, EMILY MARIE/Tampa, FL
DONG, JING/
DOWNS, MYRON ORLANDO/Los Angeles, CA
DUGGER, DONALD RAY/Deland, FL
EVERETT, ERIC/Jacksonville, FL
FEIZI, SAEED/
GIBSON, JANE S./
GRIMES, HARRY LEE/Lake Worth, FL

HAGA, JO ANN/Shreveport, LA
HICKMAN, MARK R./Pompano Beach, FL
HINES, STEPHEN/Bowling Green, KY
HOUCK, HERBERT J./Gainesville, FL
JARPE, MICHAEL/Albuquerque, NM
LaFACE, DRAKE M./Altamonte Springs, FL
LIU, JUINN-LIN/Taipei, Taiwan
LU, CHENG-CHAN/Taipei, Taiwan
LUNG, HUI-YU/Taoyuan, Taiwan
MAGAZINE, HAROLD/Gainesville, FL
MAHALINGAM, MEERA/India
McINDOE, RICHARD/Tampa, FL
OBA, DOUGLAS EARL/St. Mary's, AK
PARRATTO, NANETTE/Gainesville, FL
RAYMOND, NICOLE Y./San Antonio, TX
SABBATINI, PETER E./Northport, NY
SANTAMARINA, MARILE/Miami, FL
STOICIOU, RODICA/Calgary, Alberta, Canada
STRANDBERG, JANE/Sanford, FL
TARNUZZER, ROY W./Orlando, FL
YASWEN, LINDA/Dix Hills, NY
YE, YING/Shanghai, China

Pharmacology & Therapeutics

BOLDEN, CAROLYN P./Gainesville, FL
BORGERT, CHRISTOPHER/Indian Shores, FL
CLARKE, DAYNA/Kingston, Jamaica
DANSO, YAW DANIEL/Ghana, Africa
DUKES, KAREN RUTH/Lake Butler, FL
FLEMING, LYNNE MARIE/Lee, MA
FOLGER, WALTER HOWLAND/Chatanooga, TN
KANTHAWATANA, SUKANYA/Saraburi, Thailand
KONKOY, CHRISTOPHER/Cleveland, OH
KRAJNIAK, KEVIN/Glendale, CA
KROLL, DAVID/Wallington, NJ
LAWRENCE, JEFFREY/Red Bank, NJ
MARCKEL, ROGER/Grandview, MO
OLSON, JOHN/Sarasota, FL
PATEL, RAJIV ARVIND/Gainesville, FL
SJAK-SHIE, NELIDA/Paramaribo, Suriname
XIE, FAN/Changsa, Hunan, China

Physiology

BORRA, PRASHANTHI/New Delhi, India
CHEN, DR. HONG-GEN/Haikou City, China
FANNON, LEWIS/Newport Beach, CA
HOLT, GREG/Bossier City, LA
KALBERG, CHRISTOPHER/Los Altos, CA
LIEU, FU—KONG/Taipei, Taiwan
MASTERS, BRIAN/Richmond, IL
MUDD, LAURA/Kensington, MD
O'DROBINAK, DAVE/Lowell, IN
PAN, MING/Shaoquan, China
PAPANEK, PAULA/Hinsdale, IL
PAULDING, WALTKE RECHE/Tampa, FL
SUMNERS, ELAINE/Hampshire, England
WOZNIAK, JOHN/Mount Prospect, IL
WU, SHENG—NAN/Taichung, Taiwan
ZHOU, XIAOMING/Nanjing, China

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